DOCUMENT RESUME

ED 432 062 EA 029 933

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TITLE School-Level Implementation of Standards-Based Reform: Findings from the Follow-up Public School Survey on Education Reform.
INSTITUTION Westat, Inc., Rockville, MD.
SPONS AGENCY Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE 1999-00-00
NOTE 517p.
CONTRACT EA94052001
AVAILABLE FROM ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 877-433-7827 (Toll Free); Tel: 800-872-5327 (Toll Free); TTY/TDD: 877-576-7734 (Toll Free); Tel: 800-437-0833 (Toll Free); e-mail: edspubs@inet.ed.gov; Web site: http://www.ed.gov/pubs/edpubs.html
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF02/PC21 Plus Postage.
DESCRIPTORS *Academic Standards; *Educational Change; Educational Legislation; Elementary Secondary Education; Federal Programs; National Surveys; *Principals; *Public Schools; Resistance to Change; Tables (Data)
IDENTIFIERS Elementary Secondary Education Act Title I

ABSTRACT

This report presents the results of the Follow-up Public School Survey on Education Reform, which examined the implementation of the key provisions in the reauthorized Title I Act. The survey is one of many national assessments of Title I and was adapted from the Public School Survey on Education Reform. The instrument was administered to a nationally representative sample of public elementary and secondary school principals during the 1997-98 school year and is intended as a snapshot of the general characteristics of Title I schools, principals' perceptions of school reform, and how Title I and non-Title I schools compare in terms of their reform efforts. The findings indicate that the implementation of reforms had begun but principals may not perceive the need for substantial change. Accountability provisions are being implemented. Fifty-nine percent of all schools in the survey received Title I funds, and over half of Title I principals reported a high level of familiarity with the Title I reforms, yet most indicated that little change is needed to implement key reform strategies. The survey instrument, along with a breakdown of responses, appears in a 204-page appendix. Statistics and findings are presented in 56 tables. (RJM)

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Findings from the Follow-up Public School Survey on Education Reform

1999

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SCHOOL-LEVEL IMPLEMENTATION OF STANDARDS-BASED REFORM:

Findings from the Follow-up Public School Survey on Education Reform

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Ann Webber

Prepared for:
U.S. Department of Education
Office of the Under Secretary
Planning and Evaluation Service

1999

This report was prepared for the U.S. Department of Education under contract number EA94052001. The project monitor was Daphne Hardcastle.

Any opinions, observations, findings, conclusions, and recommendations expressed in this report are those of the authors and do not necessarily reflect the views of the U.S. Department of Education.

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Introduction

The 1994 reauthorization of ESEA (Elementary and Secondary Education Act), along with the passage of the Goals 2000: Educate America Act, established a new approach to federal support for education by focusing on a framework of standards-based reform. Title I has always aimed to improve the education of the most at-risk students in high-poverty surroundings, and the 1994 reauthorization linked Title I to other federal, state, and local reform efforts. The reauthorized Title I is intended to support local school districts in improving teaching and learning to help low-achieving students in high-poverty schools meet the same challenging state content and performance standards that apply to all students. Title I supports schools in implementing various reform strategies including revising curriculum, developing assessments aligned with standards, creating opportunities for teachers' professional growth, implementing high quality instruction, and extending learning time. The 1994 legislation also placed a strong emphasis on schoolwide reform to help all students in high-poverty schools meet challenging standards. In addition, to encourage the full integration of Title I into the school's education program, the new legislation called for minimizing instructional approaches that pull students out of regular classes.

The 1994 legislation also required the U.S. Department of Education to conduct an assessment of the Title I program. As one of the many studies informing the National Assessment of Title I, the Follow-up Public School Survey on Education Reform responds to the Congressional mandate to examine the implementation of the key provisions in the reauthorized Title I at the school level. The Follow-up Survey is adapted from the Public School Survey on Education Reform, conducted through the Fast Response Survey System (FRSS) of the National Center for Education Statistics (NCES). The first Public School Survey was administered during the 1995-96 school year at the request of two U.S. Department of Education offices--the Office of Educational Research and Improvement and the Planning and Evaluation Service. The first survey was sent to a nationally representative sample of public elementary and secondary school principals to collect early implementation information following the 1994 ESEA reauthorization. The survey asked principals about their use of content and performance standards and other reform strategies, links between the school and home, the role of Title I in supporting reform, and what information they needed to help them advance reform strategies. The Follow-up Survey, administered to a nationally representative sample of public elementary and secondary school principals during the 1997-98 school year, was designed to update the information collected through the earlier FRSS survey by examining how schools were progressing in implementing standards-based reform.

The Follow-Up Survey was intended to provide a 1997-98 snapshot of the general characteristics of Title I schools, principals' perceptions of school reform, and how Title I and non-Title I schools compared in terms of their reform efforts. The survey also compared schoolwide and targeted assistance (programs in which Title I services are provided to students most at risk of failing to meet state standards) programs to determine any significant differences in the way the principals in these two types of Title I schools reported implementing key reforms. The main findings--presented in the next section--address the following questions:

- What are the demographics of Title I versus non-Title I schools? How are schools responding to Title I reforms, based on principals' perceptions?
- Are Title I schools implementing standards, and how are they using Title I funds to support standards-based reform?
- How are schools responding to the Title I accountability provisions (which call for setting adequate yearly progress targets, and reporting out achievement results by categories of students), and are identified schools receiving additional assistance to implement reforms?
- What types of extended learning strategies are used in Title I and how widespread is their use?

- What are the staffing patterns in Title I schools and what role do paraprofessionals play in delivering services?
- Are Title I schools using school-parent compacts to support learning and improve parent involvement in their children' education?

Also included in this document are the survey methodology, a guide to interpreting the reference tables, and the reference tables for the findings below. Data in the reference tables are reported by Title I status, school type, minority enrollment, school level, metropolitan status, poverty level, and school size. The appendices include a copy of the Follow-up Public School Survey on Education Reform and a complete set of reference tables for all survey items.

Key Findings

- ***Implementation of reforms has begun but principals may not perceive the need for substantial change.***

The Follow-up Survey found that for the most part, principals in both Title I and non-Title I schools report implementing content and performance standards to guide curriculum and instruction in their schools. Principals report implementing a variety of reform strategies, with the most common ones being the use of strategic plans, content-rich instructional materials, professional development linked to the content standards, and assessment for school accountability and continuous improvement. When asked to identify barriers to applying high standards, most principals did not identify any that were factors "to a great extent". When barriers were cited, the most common were inadequate parent involvement and high student mobility.

Principals did not perceive that their schools required a great deal of change. Even in Title I schools that had been identified by their states for not making adequate progress toward improving student performance, principals were unlikely to report that a great deal of change was needed.

- ***Accountability provisions are being implemented slowly.***

Title I requires as part of its provisions for performance accountability that states develop assessments by 2000-01 that report student results by proficiency levels tied to standards and disaggregated for targeted groups of students. In 1997-98, slightly less than one-third of Title I schools were reporting student achievement results by performance levels. Title I school principals were more likely to report doing so than non-Title I school principals. Title I principals were also more likely to report using assessment results broken out by reporting categories (student gender, limited English proficiency, migrant status, poverty status, disabling condition, and Title I participation) than non-Title I principals. About two-thirds of Title I principals, as contrasted with a little over one-half of non-Title I principals, reported their achievement data this way.

- ***Title I services have not changed significantly since reauthorization.***

Despite the focus of the reauthorized program on improvement and flexibility, services provided through Title I have not changed dramatically, though more schools are now using in-class and extended time models (as opposed to models that pull students out of class) than in the past. There has also been a large increase in the number of schoolwide programs. Paraprofessionals continue to be used extensively in Title I schools, comprising about half of all Title I staff. The paraprofessionals also continue to provide or assist in providing instruction, despite their lack of qualifications to do so (most lack a college degree).

Paraprofessionals are also used more heavily in highest-poverty schools. Most Title I principals report using parent-school compacts and over one-third report they are very helpful in supporting teacher-parent relations.

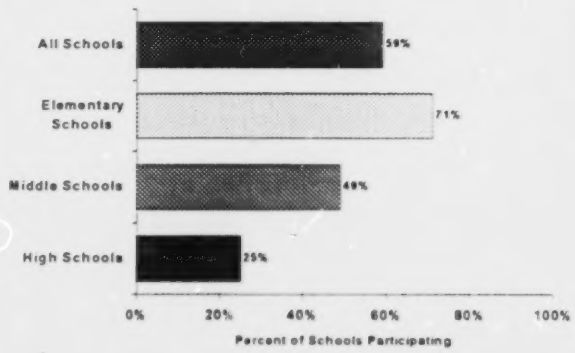
More specific findings are highlighted in the sections that follow. The term "highest-poverty" is used to describe schools with 75 percent or more students receiving free- or reduced-price lunch. "Low-poverty" refers to schools with 35 percent or fewer students receiving free- or reduced-price lunch.

1. How do Title I and non-Title I schools differ in terms of demographics?

Title I schools often tend to have higher poverty levels, since they qualify for Title I based on their numbers of poor children, measured in terms of eligibility for free and reduced-price lunches. Schools are eligible if their attendance areas have a poverty rate that is at least equal to the district average poverty rate or is at least 35 percent (whichever is less). Districts may choose to concentrate their Title I funds on their highest-poverty schools and limit school eligibility to a poverty level that is higher than the district-wide average. Title I schools also have higher minority enrollments than non-Title I schools, as described and displayed below.

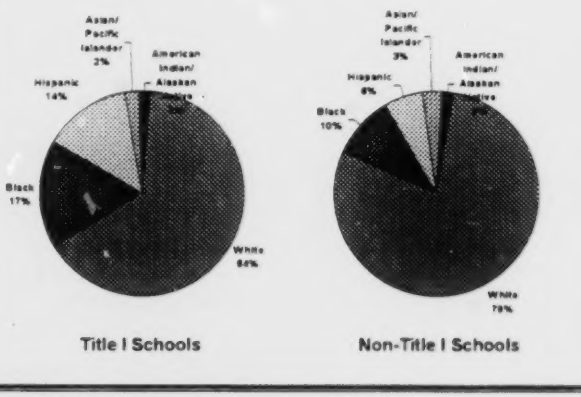
Fifty-nine percent of all schools receive Title I funds. Seventy-one percent of elementary schools, 49 percent of middle schools, and 25 percent of high schools receive Title I funds. (Table 1 and Figure 1)

Figure 1
Participation in Title I: 1998



Overall, Title I schools have a proportionally higher enrollment of black, Hispanic, limited English proficient, and migrant students than non-Title I schools. (Table 2 and Figure 2) Minority-isolated schools (those with 80 percent or higher minority student enrollment) are almost twice as likely to receive Title I funds than lower minority enrollment (0-49 percent minority enrollment) schools. Eighty-four percent of minority-isolated schools receive Title I funds, as contrasted with 45 percent of lower minority enrollment schools. (Table 3)

Figure 2
Racial/Ethnic Distribution of Enrollment: 1998



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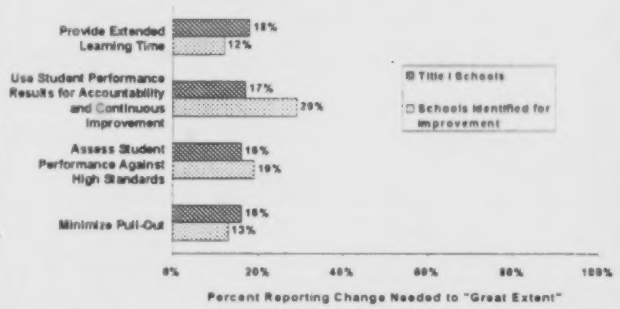
2. How are schools responding to the Title I reforms, based on principals' reports?

The 1994 reauthorization called for changes at the school level to support standards-based reform. The legislation required use of schoolwide reform strategies that provided opportunities for all children to meet the state's proficient and advanced levels of student performance. Emphasis is also placed on high-quality teaching and professional development for all staff to help all children meet state student performance standards, as well as parent-school compacts to support learning. Title I encourages the use of student performance results for accountability and continuous improvement. It also encourages increased use of extended learning time programs.

Over half of Title I principals report a high level of familiarity with the 1994 Title I reforms, yet most report that little change is needed in order to implement key reform strategies. These perceptions suggest that without further intervention, schools will only modestly change instruction and other services to students. Nearly two-thirds of Title I principals reported familiarity "to a great extent" with such Title I changes as developing a parent involvement policy (61 percent), developing a school-parent compact (60 percent), and using student performance results for accountability and continuous improvement (60 percent). Only one-third (35 percent) of Title I school principals reported that they were familiar to a great extent with the legislation's new emphasis on extending learning time. (Table 4)

Only 17 percent of Title I principals reported that change would be required to a great extent to use student performance results for school accountability and continuous improvement. Similarly, few principals believed that change would be needed to a great extent to assess student performance against high standards (16 percent), minimize pull-out programs (16 percent), use student performance results for school accountability and continuous improvement (17 percent), or provide extended learning time programs (18 percent). (Table 5 and Figure 3)

Figure 3
Principals' Perceptions of Extent of Change Needed, All Title I Schools and Title I Schools Identified for Improvement: 1998



Even principals of schools that had been identified for improvement (based on low student achievement for two consecutive years) reported that, for the most part little change would be required in their schools to implement reforms. (Table 6 and Figure 3)

About half of the principals in Title I schools reported they were implementing school-level reform strategies. Among the strategies most commonly employed to a great extent were using a strategic plan to help students achieve at high levels (52 percent), using instructional materials that expose students to the content they are expected to learn (52 percent), providing professional development to enable staff to teach the content students are expected to learn (45 percent), and using assessments for school accountability and continuous improvement (44 percent). Another strategy Title I principals reported employing to a great extent was using assessments that measure performance against the content that students are expected to learn (37 percent). Title I principals were more likely than non-Title I principals to report using the following reform strategies: providing professional development to enable staff to teach the content students are expected to learn (45 percent compared with 35 percent) and extending the school year (8 percent compared with 3 percent). (Table 7)

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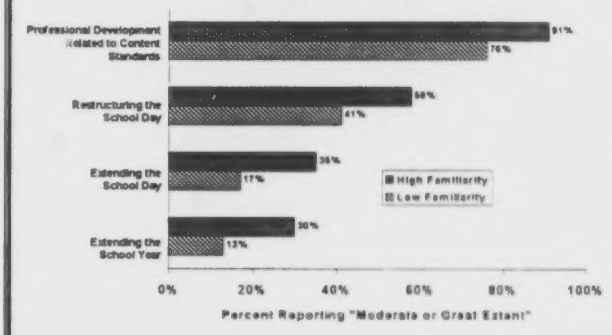
Principals from both Title I and non-Title I schools tended to rely more on local and state sources rather than federal sources for assistance in understanding or implementing comprehensive reforms. About one-third of all schools reported that the following sources of assistance were very helpful: the school district (36 percent), state-developed content standards (34 percent), institutes or workshops (33 percent), other administrators (30 percent), and state- or district-sponsored education conferences (29 percent). In contrast, the percent of principals reporting that federal sources, such as the Comprehensive Assistance Centers, Regional Labs, Parent Information Resource Centers, and ERIC, were very helpful ranged from less than one percent to three percent. (Table 8)

Principals from schoolwide programs were more likely to use a strategic plan than were principals from targeted assistance schools. Three-fifths (61 percent) of principals in schoolwide programs reported using to a great extent a strategic plan for enabling students to achieve to high levels of performance, as contrasted with less than half of targeted assistance schools (45 percent). (Table 9)

In schools where more than one-fifth of the students had limited English proficiency (LEP), 53 percent of principals reported their school made adaptations to a great extent for LEP students to achieve to high levels of performance; 21 percent in schools with 0-9 percent LEP enrollment reported doing so. (Table 10)

The extent to which principals were aware of reform efforts is associated with whether or not reforms are implemented. Principals who reported a high familiarity with Title I reforms were more likely than principals with low familiarity to report implementing key reforms in their schools. Principals with high familiarity (based on principals' reports of their familiarity with eight specific Title I reforms) were more likely to implement professional development related to content standards (91 percent versus 76 percent), restructure the school day (58 percent versus 41 percent), extend the school day (35 percent versus 17 percent). (Table 11 and Figure 4)

Figure 4
Implementing Title I Reforms, by Principal's Familiarity with Reforms: 1998



Note: The reforms shown above are those where there was a significant difference between the "high familiarity" principals and the "low familiarity" principals.

3. To what extent are schools implementing standards?

A key goal for the Title I program is that all schools receiving Title I funds use challenging content and performance standards to guide curriculum and instruction. Recent research has found that high-performing, high-poverty schools use standards extensively to design curriculum and instruction, and to assess both student and teacher performance. [1] The 1994 legislation encouraged schools to adopt strategies that have been proven effective in raising student performance in high-poverty schools.

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[1] Education Trust, Inc., *Dispelling the Myth: High-Poverty Schools exceeding Expectations* (Washington DC: Author, 1999) 3.

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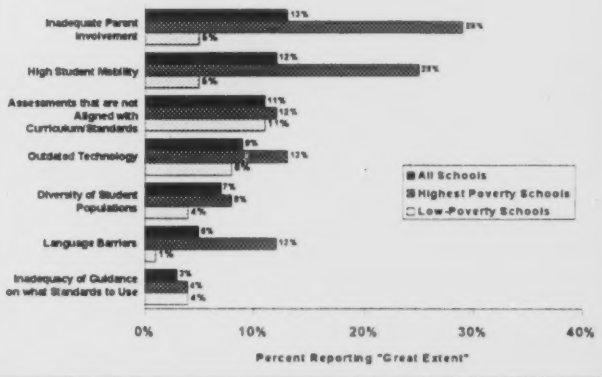
Use of content standards in reading and mathematics is widespread, according to principals. Nearly three-fourths (72 percent) of all principals reported using content standards to a great extent to guide curriculum and instruction in reading and mathematics. There were no significant differences in the use of content standards between Title I and non-Title I schools or between schoolwide programs and targeted assistance schools or between highest-poverty and low-poverty schools. (Table 12)

Elementary and middle school principals reported implementing standards to a great extent. Elementary and middle school principals were more likely to report using content standards to a great extent in reading (74 and 75 percent, respectively) than high school principals (62 percent). There were no significant differences by school level in the use of content standards in mathematics. (Table 13)

One-third of both Title I and non-Title school principals reported that standards for teacher quality were linked to a great extent to student content and performance standards. (Table 14)

Though low percentages of principals overall identified barriers to implementing standards, principals of Title I schools were more likely to experience barriers in applying high standards than principals of non-Title I schools. A relatively small percentage of principals cited various challenges as barriers to a great extent in applying high standards to all students in their school. The most commonly reported barriers were inadequate parent involvement (13 percent) and high student mobility (12 percent). Title I principals were more likely than non-Title I principals to report parent involvement and high student mobility as barriers to a great extent. Principals in the highest poverty schools were more likely than principals from low poverty schools to report these as barriers to a great extent. (Tables 15 and 16 and Figure 5)

Figure 5
Principals' Perceptions of Barriers to High Standards: 1998



4. How are schools responding to the Title I accountability provisions?

The school improvement provisions of the Title I legislation require State, district, and school-level accountability for results. These requirements built on and strengthened the 1988 Hawkins-Stafford Amendments to ESEA which required that schools show improvement in test scores each year. The 1994 reauthorization required states to establish criteria for measuring school progress toward having all children who are served by Title I meet state standards. Each Title I school is required to demonstrate, based on measures established by states, adequate yearly progress toward attaining the state's performance standards. Schools and districts that fail to make adequate progress for two consecutive years are to be identified for improvement. Schools districts are also held accountable through mechanisms similar to those established for schools. Schools and districts identified for improvement are required to develop or revise their plans to address identified needs. States and districts are to provide technical assistance through schools support teams and other mechanisms to schools and districts identified as in need of improvement.

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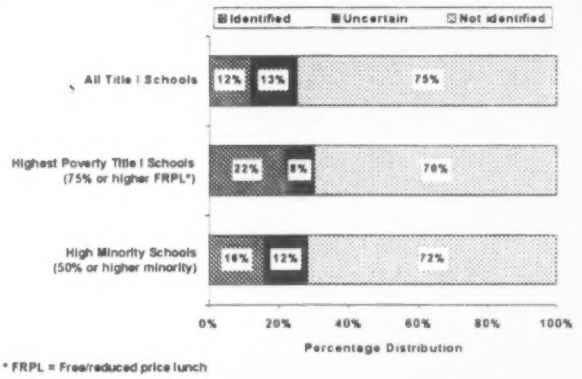
Highest-poverty schools are more likely to be identified as in need of improvement over a longer period of time. Twelve percent of Title I school principals reported that their schools had been identified for improvement while 75 percent reported their schools had not been identified. However, an additional 13 percent of principals were uncertain as to whether their schools had been identified for improvement. (Table 17) Schools identified as in need of improvement were more likely to be highest-poverty schools and to have high minority student enrollment. (Tables 18 and 19 and Figure 6) None of the low-poverty schools identified as in need of improvement under Title I had been in that status for two years or more but two-thirds of the highest-poverty schools had been identified as in need of improvement for two years or more. (Table 20) On average, highest-poverty schools are identified as in need of improvement for three years, high-poverty schools for two years, and low-poverty schools for one year or less. (Table 21) Schools identified for improvement for two or more years were more likely to be schoolwide programs and to have predominantly minority enrollment (50 percent or more minority students). (Tables 22 and 23)

Figure 6
Title I Schools Identified for Improvement: 1998



Many schools identified as in need of improvement did not receive additional assistance. Among schools that reported they had been identified as in need of improvement, less than half (47 percent) reported that they had received additional professional development or technical assistance. Nearly one-third of highest-poverty schools identified for improvement had not received any additional assistance. (Tables 24 and 25) Interestingly, as reported earlier, schools identified for improvement tended not to think changes were needed to a great extent in their schools to implement school reform strategies.

As the number of years increases that a school has been identified as in need of improvement under Title I, the more likely it is that the school will receive additional technical assistance or professional development. Only 39 percent of the schools identified as in need of improvement for one year reported additional technical assistance or professional development whereas 97 percent identified for four years or more reported receiving such assistance. This might suggest that school districts are not focusing on schools that have bounced into school improvement status but are concentrating on the chronically low-performing schools. (Tables 26-29)

5. Are Title I schools moving towards implementing the reporting requirements that take effect in 2000-01?

The Title I statute requires that by the 2000-01 school year each state will use assessments that are aligned with challenging standards to measure the academic progress of all Title I schools and students. Once final assessments are in place, Title I further requires that performance levels be established for students, including partially proficient, proficient, and advanced. Reporting categories for schools include: gender, race/ethnicity, Title I participation, migrant status, poverty status, limited English proficiency, and disabling condition. While the Follow-Up Survey was conducted in school year 1997-98, before final assessments were required, it examined the extent to which schools were moving in these directions.

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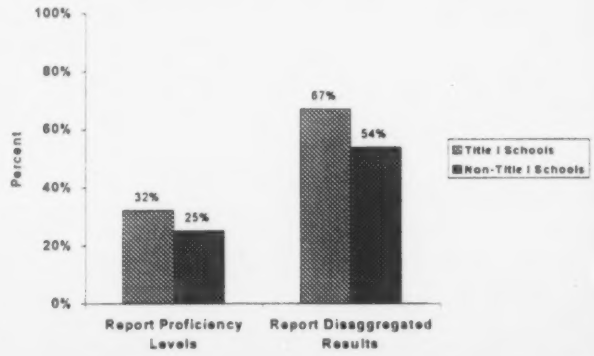
Title I schools have a long way to go in moving to full implementation of student achievement reporting requirements. Less than one-third of Title I schools are using performance levels to report student achievement results. Slightly fewer than one-third of all principals provided reading (29 percent) and mathematics (27 percent) assessment results using performance levels to describe student performance. Principals from Title I schools (32 percent) were more likely than principals from non-Title I schools (25 percent) to report student achievement results in reading using performance levels. (Tables 30 and 31) Similar percents were reported but there were no differences for the mathematics assessments.

Title I schools are more likely than non-Title I schools to use disaggregated results for reading and mathematics assessments. Over half of all principals reported using disaggregated results (i.e., scores reported separately by student characteristics such as gender or race/ethnicity) for reading (62 percent) and mathematics (60 percent) assessments. Principals from Title I schools were more likely than principals from non-Title I schools to report using disaggregated results for reading (67 percent compared with 54 percent) and mathematics assessments (65 percent compared with 53 percent). (Tables 32 and 33 and Figure 7)

Figure 7
Student Achievement Reporting in Reading: 1998



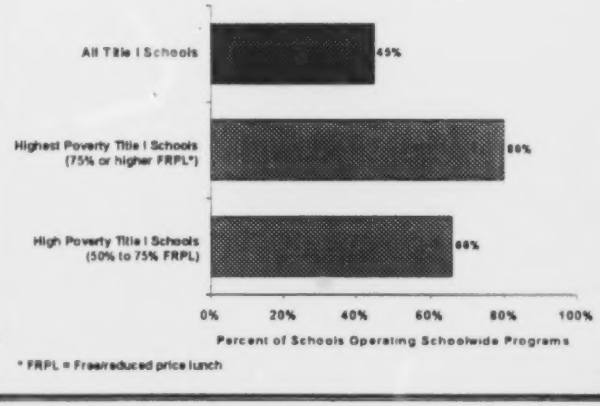
6. How are Title I schools supporting instructional services?

The Title I program has traditionally provided reading and mathematics instruction to students whose achievement did not meet performance expectations. Prior to the 1988 reauthorization of ESEA, Title I was predominantly a remedial program that pulled students out of their regular classes. Beginning in 1988, greater emphasis was placed on teaching advanced skills and having the same expectations for all students. By 1994, the legislation placed an even stronger focus on standards and on using Title I to support all children in achieving to state content standards, with aligned assessment systems. The Follow-Up Survey examined services to determine changes since the 1994 reauthorization.

Many Title I schools eligible to operate schoolwide programs are doing so. Nearly half of Title I schools operate schoolwide programs. Four-fifths (80 percent) of highest-poverty schools operate schoolwide programs, as do 66 percent of schools with poverty rates between 50 and 75 percent. Some principals in low-poverty schools also reported using Title I funds for schoolwide programs, possibly under federal or state waivers of the minimum eligibility requirement. (Table 34 and Figure 8)

Forty-five percent of Title I schools reported operating a schoolwide program, with about 16,000 in operation in 1997-98 as contrasted

Figure 8
Title I Schoolwide Programs: 1998



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to 5,000 in 1995.[2] (Table 35 and Figure 8) Fifty-nine percent of high schools reported using Title I funds to implement schoolwide programs, an increase from the 11 percent that reported doing so in 1995-96.[3]

The in-class model is used more often than pull-out settings to deliver Title I instruction. Although mixed models are common, overall 68 percent of Title I schools used a pull-out model, with 53 percent of schoolwide programs and 80 percent of targeted assistance programs reporting use of this model. Eighty-three percent of all Title I schools reported using an in-class model, with no significant differences between schoolwide programs and targeted assistance schools. Over half (57 percent) of Title I schools reporting using both in-class and pull-out approaches. (Table 36)

Secondary schools use pull-out settings less often than elementary schools. The most common use of Title I funds for secondary schools serving targeted children was an in-class setting (78 percent of middle schools and 85 percent of high schools). The use of pull-out settings to provide instruction was less common in middle schools (58 percent) and high schools (47 percent), compared with elementary schools (72 percent). Forty-two percent of high school principals and 45 percent of middle school principals reported utilizing both pull-out and in-class approaches. (Table 37)

Virtually all targeted assistance schools use Title I funds to support reading instruction and about two-thirds use Title I funds to support mathematics instruction. Among Title I targeted assistance schools, 98 percent provided Title I services in reading/language arts and 65 percent provided Title I services in mathematics; 10 percent also reported that students receive Title I services in English as a Second Language (ESL). (Table 38)

7. What types of extended learning strategies are used in Title I schools and how widespread is their use?

Extended learning time programs can improve student achievement when coordinated with challenging curricula and thoughtful instruction.[4] Successful programs connect the added time to regular school experiences so that teachers can build on the skills that students are gaining in their regular classes and supplement what they are learning during the school day. Recent research on effective schools has found that such schools use extended time learning in reading and mathematics to improve learning and achievement. In a recent study of higher-success and lower-success elementary schools in Maryland, researchers found that the more successful schools were seeing consistent academic gains as a result of extended-day programs.[5] In a study of high-performing, high-poverty schools, 86 percent of the schools extended time for reading and 66 percent extended instructional time in mathematics.[6]

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[2] U.S. Department of Education, *Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives* (Washington, DC: Author, 1998): 58.

[3] U.S. Department of Education, *Status of Education Reform*, 58.

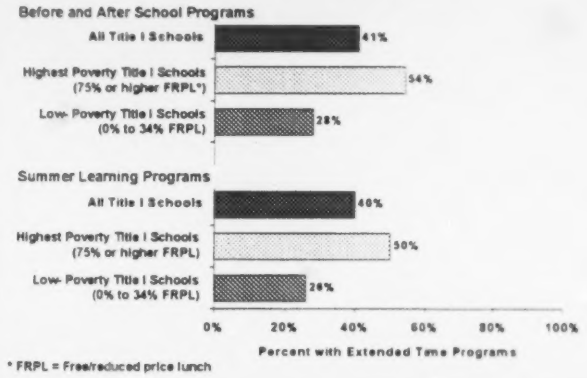
[4] U. S. Department of Education, *Extending Learning Time for Disadvantaged Students: An Idea book, Volume I, Summary of Promising Practices* (Washington, DC: Author, 1995) i.

[5] Willis Hawley, William Schager, Francine Hultgren, Andrew Abrams, Ernestine Lewis, and Steve Ferra, "*An Outlier Study of School Effectiveness: Implications for Public Policy and School Improvement*", paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL (March 25, 1997).

[6] The Education Trust, 6.

Two-fifths (41 percent) of all Title I principals reported using Title I funds to provide extended learning time opportunities in 1997-98. (Table 36) Title I principals from the highest-poverty schools were more likely to report providing extended learning time than principals from low-poverty schools (54 percent, compared with 28 percent). Principals from highest-poverty schools were also more likely to report providing summer learning programs (50 percent, compared with 26 percent in low-poverty schools). (Table 39 and Figure 9) Principals from urban areas were also more likely to report offering extended learning time programs than principals did from rural areas (54 versus 32 percent). (Table 40) Before-school programs averaged 4 hours a week and after-school programs averaged 5 hours per week. Summer programs averaged 5 weeks per year and 16 hours per week. (Table 41)

Figure 9
Extended Time Programs: 1998



However, another recent study has found that schools that offer extended-time programs typically serve a small percentage of their students in these programs. Extended-time instructional programs during the school year (before- and after-school and weekend programs) served only 16 percent of the students in high-poverty schools that offer such programs and 12 percent of the students in Title I schools with these programs. Summer instructional programs serve 16 percent of the students in high-poverty schools with summer programs and 25 percent of the students in Title I schools with such programs.[7]

8. What are the staffing patterns in Title I schools and what role do paraprofessionals play in delivering services?

Several studies have concluded that teacher quality or instructional quality is as important as poverty status in predicting student achievement.[8] Moreover, some studies have found that teacher quality has a greater effect on students who are at risk than other students. Sanders and Rivers determined that having one of the most effective teachers increased low-achieving students' test scores 39 points more than having one of the least effective teachers.[9] These findings highlight the importance of high-quality

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[7] U.S. Department of Education, unpublished tabulations from the *Study of Education Resources and Federal Funding*.

[8] Ronald F. Ferguson, "Paying for Public Education: New Evidence on How and Why Money Matters," *Harvard Journal on Legislation*, 28.2 (Summer 1991) 465-498; Ronald F. Ferguson and Helen Ladd, "How and Why Money Matters: An Analysis of Alabama Schools," Helen F. Ladd (ed.) *Holding Schools Accountable: Performance Based Reform in Education* (Washington, DC: Brookings Institution Press, 1996).

[9] William L. Sanders and J.C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, research report (Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center, 1996).

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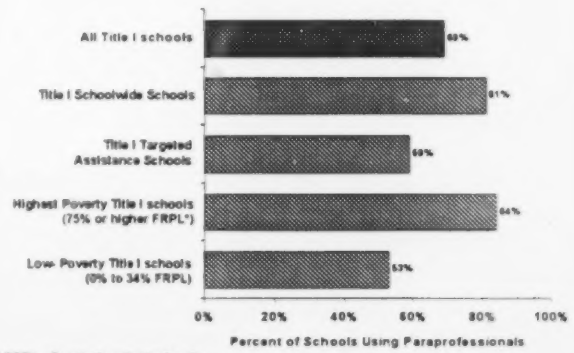
teachers for all students, and at-risk students in particular. Yet Title I schools traditionally have used paraprofessionals to provide some of the instruction Title I students receive and there has been longstanding concern with the appropriateness of this role for paraprofessionals. A recent study has found that only one-quarter (25 percent) of paraprofessionals have a bachelor's degree and that in the highest-poverty schools, only 10 percent had this degree.[10]

Staffing patterns have not changed in Title I schools, where equal numbers of teachers and paraprofessionals are supported through Title I. Nationwide, in 1997-98, approximately 74,700 teachers were supported through Title I as were 76,900 paraprofessionals. (Table 42) About 48,000 teachers and 52,000 paraprofessionals were in schools with 50 percent poverty or greater. (Table 43)

About two-thirds (69 percent) of all Title I schools used paraprofessionals funded by Title I in 1997-98. Use of paraprofessionals was higher among schoolwide programs (81 percent) than targeted assistance programs (59 percent). (Table 44) Eighty-four percent of the highest-poverty schools used paraprofessionals, as contrasted with 53 percent of low-poverty schools. (Table 45 and Figure 10)

Figure 10
Use of Paraprofessionals in Title I Schools: 1998



* FRPL = Free/reduced price lunch

Paraprofessionals overwhelmingly were used to provided instruction. Principals reported that paraprofessionals spent most of their time working one-on-one or in small groups with students (85 percent); the rest of their time was spent doing clerical tasks (8 percent of their time) and working with parents (4 percent of their time). (Table 46) There were no significant differences between schools by poverty levels or by schoolwide versus targeted assistance status.

Some school districts are offering ways for paraprofessionals to advance. Principals reported that over one-third of the school districts are supporting paraprofessionals by providing career ladders (38 percent), funding for higher education classes (33 percent), and release time for classwork or studying for higher education courses (22 percent). (Table 47)

9. How is technology being used to support instruction?

Recent studies indicate that technology is beneficial when it is used appropriately. Since technology is an integral part of everyday activities, any discussion of comprehensive school reform that does not address technology presents an incomplete picture of educational reform in this country. The Follow-up Survey examined access to computers and the Internet and barriers to the acquisition or use of advanced telecommunications in the schools.

Access to technology is more limited in Title I schools and highest-poverty schools. In non-Title I schools, principals indicated that 38 percent of the classrooms have computers with Internet access,

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[10] U.S. Department of Education, *Study of Education Resources*.

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compared with 27 percent of classrooms in Title I schools. (Table 48) Highest-poverty schools have an average of 12 students per computer, compared with 9 students per computer in low-poverty schools. Principals from highest-poverty schools reported that 19 percent of their classrooms have computers with Internet access, compared with 36 percent of low-poverty schools. (Table 49)

About one-fourth of principals report barriers to a great extent in acquiring or using advanced telecommunications. The most often reported barrier to acquiring or using advanced telecommunications was lack of software that is integrated with the school's curriculum (25 percent). Principals also cited lack of technical support or advice (22 percent), lack of teacher awareness regarding ways to integrate curriculum with the technology (21 percent), and lack of or inadequately trained staff (20 percent) as barriers to a great extent. (Table 50)

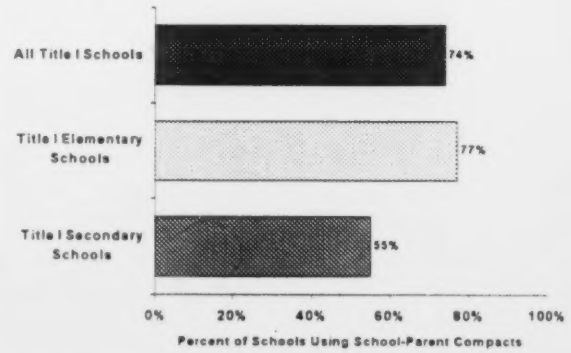
Access to the Internet in classrooms is more limited in the highest-poverty rural schools than in the low-poverty rural schools. In the highest-poverty rural schools, principals indicated that 19 percent of the classrooms have Internet access, compared with 33 percent in the low-poverty rural schools. (Table 51)

10. Are Title I schools using school-parent compacts to support learning and improve parent involvement in their children's education?

More than three decades of research support the critical role that parents play in the academic success of their children. Title I makes parent involvement a priority by supporting partnerships between families and schools while encouraging community efforts to improve schools and reinforce the importance of learning. The Title I legislation includes three key provisions to strengthen parent involvement: a written parent involvement policy, jointly developed by the school district, school, and parents; school-parent compacts that identify shared responsibilities for high student performance; and training to build school and parent capacity for involvement, including literacy and parenting education.

Despite Title I requirements that schools have a parent involvement policy and school-parent compact, one-quarter of Title I schools did not have these in place four years after the reauthorization. Three-quarters (77 percent) of Title I principals reported that their school had a parent involvement policy that describes shared responsibilities for school staff and parents (Table 52) and 74 percent reported that their school had a school-parent compact. (Table 53) Principals from schools with 35 percent or greater poverty were more likely than other principals to report that they have school-parent compacts. (Table 54) Elementary school principals were more likely to report having compacts (77 percent) than high school principals (55 percent). (Table 55 and Figure 11)

Figure 11
Use of School-Parent Compacts in Title I Schools: 1998



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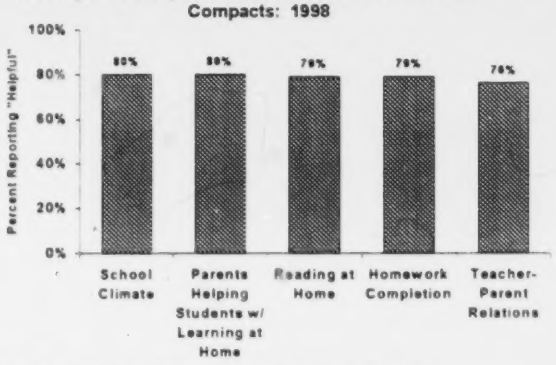
Principals see school-parent compacts as useful in improving communication and encouraging home learning. Five areas in which Title I principals most often reported school-parent compacts to be "helpful" were school climate (80 percent), parents helping students with learning at home (80 percent), reading at home (79 percent), homework completion (79 percent) and teacher-parent relations (76 percent). (Table 56 and Figure 12)

Based on reports from principals on how paraprofessionals are used in Title I schools, it is clear that principals are not using these staff to work with parents, which is a potentially more appropriate role for them than providing instruction, particularly for the vast majority who lack academic qualifications.

Figure 12
Principals' Perceptions of Usefulness of School-Parent Compacts: 1998



Note: The areas shown in the graphic were those most frequently reported by principals as "helpful."

Conclusions

Based on the Follow-Up Survey, it appears that Title I schools are making progress in implementing standards-based reform and the 1994 Title I provisions supporting such reform. Though implementation is not complete, it does seem that standards are helping to guide instruction in Title I and non-Title I schools. Title I schools do differ on some dimensions that may make reform more difficult: higher poverty, high student mobility, and lack of parent involvement, according to their principals. Overall, Title I schools do still have a long way to go in several areas: reporting out achievement data as required when assessment systems are final, expanding the use of extended time programs, and changing the roles of paraprofessionals. Not all eligible schools are taking advantage of the flexibility provided by the schoolwide options, although many have. Even those schools with schoolwide programs do not appear to have delivery services that are different from targeted assistance schools. The only real significant differences were that schoolwide programs were more likely to report using a strategic plan than were targeted assistance programs; and principals from high-poverty schools as well as schoolwide programs were more likely to report offering extended-time programs than were the lower poverty schools and targeted assistance programs. Finally, the 25 percent of Title I schools that do not have parent-school compacts need to implement this important program requirement, to help ensure that families are involved in their children's education.

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Methodology

For the Follow-up Survey of public school principals, a stratified sample of 1,600 schools was selected from the FRSS frame using the 1994-95 Common Core of Data (CCD) Public School Universe File. The CCD includes over 80,000 elementary and secondary schools. Excluded from the frame were special education, vocational, and alternative/other schools, schools in the territories, and schools with the highest grade lower than grade 1.

The frame was stratified using school level, poverty level, and school size as explicit stratifiers. Metropolitan status and percent of minority students enrolled were used as sorting variables to induce some additional implicit stratification. The stratified sample of 1,600 schools included 674 elementary, 425 middle, and 501 secondary/combined schools. Since free- or reduced-price lunch data are missing for about 24 percent of the schools in the CCD, these schools were placed in a separate stratum for sampling purposes. Highest-poverty schools were oversampled to increase the numbers of highest-poverty schools in the sample within each instructional level. Within each instructional level and poverty status group, the sample of schools was selected within size classes with probabilities roughly proportional to the square root of enrollment of the school. The use of the square root of enrollment to determine the sample allocation is reasonably efficient for estimating both school-level characteristics and quantitative measures correlated with enrollment. Categories for the stratification variables are listed below:

Stratification variables

School level	Elementary Middle Secondary/combined
Poverty level (percentage of students receiving free- or reduced-price lunch)	0-34.9 percent 35-49.9 percent 50-74.9 percent 75 percent or more
School size	Less than 300 students 300-499 500-999 1,000 or more students
Metropolitan status	Central city of MSA MSA but not central city Not MSA
Percentage of minority students enrolled	0-49.9 percent 50-79.9 percent 80 percent or more

Respondents. Of the original 1,600 schools sampled, 23 were found to be ineligible (for example, no longer in operation). During the data collection period from November 1997 to May 1998, a total of 1,257 survey questionnaires were returned for a final response rate of 80 percent.

Weighting. Weights were assigned to each of the schools in the sample based on the school's overall probability of being selected. The final weights of the responding schools were adjusted to compensate for differential nonresponse in the survey.

Standard errors. Standard errors measure the variability of estimates due to sampling. Estimates of sampling errors were calculated using a replication method known as jackknife replication. The survey

estimates are also subject to nonsampling errors such as errors due to nonresponse, errors of reporting, and errors made in data collection. In order to minimize the potential for nonsampling errors, the Follow-up Survey was pretested with a variety of school principals. Also, manual and machine editing of survey responses were conducted to check data for accuracy and consistency. Finally, respondents with missing or inconsistent answers were recontacted by telephone.

Standard errors are not included in this report but will be available through the U.S. Department of Education's Internet website at http://www.ed.gov/offices/eval/elem.html. The final values for poverty level, minority enrollment, and school size used in the analysis were derived from the information principals reported on the Follow-up Survey. In some cases, the reported values differed from the information in the 1994-95 CCD file. Since the Follow-up Survey responses provided more current information on school characteristics, they were used in the analysis rather than the sampling information. In general, the consequences of using outdated information for sampling purposes is to increase sampling errors.

Reference Tables

Reference Tables

Table 1. Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school level

	Elementary (N=544)	Middle (N=330)	High (N=312)
	%	%	%
Yes	71*	49*	25*
No	28*	48*	63*
Don't know	1	4*	12*

Table 2. Percentage of students in various categories, by Title I status

	All Schools (N=1,248)	Non-Title I (N=479)	Title I (N=769)
Average total student enrollment	565	657*	499
White students	70	79*	64
Black students	14	10*	17
Hispanic students	11	6*	14
Asian/Pacific Islander	3	3*	2
American Indian/Alaskan Native	2	2	2
LEP	6	3*	8
Migrant	1	1*	2
Students with disabilities	9	9	9
Homeless	0.3	0.1*	0.5
Percent eligible for free-/reduced-price lunch	41	25*	52

Table 3. Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by minority enrollment[a]

	0-49.9% (N=591)	50-79.9% (N=344)	80-100% (N=308)
	%	%	%
Yes	45*	82	84*
No	51*	16*	9*
Don't know	4*	1*	6

Table 4. Percentage of principals reporting to what extent they are familiar with changes to Title I, by Title I status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	6	6	6	13	12	14	32	29	35	49	53	46
More flexibility to identify students for services	7	7	7	12	10	15	36	36	35	45	47	43
Extend learning time	14	12	16	19	19	20	32	32	32	35	38	33
Minimize pull-out programs	8	8	8	12	11	13	28	26	31	52	56	49
Develop a parent involvement policy	4	4	4	10	10	9	25	22	28	61	64	59
Develop a school-parent compact	8	8	8	10	7	12	22	20	23	60	64	57
Assess student performance against high standards	7	7	6	11	11	11	30	27	33	52	55	49
Use student performance results for school accountability and continuous improvement	4	5	4	9	9	9	27	23	31	60	63	57

Table 5. Percentage of principals reporting to what extent Title I reforms will require changes in their school, by Title I status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	20	17	37	32	41	30	32	28	14	16	13
More flexibility to identify students for services	23	26	20	36	32	40	28	28	28	13	14	11
Extend learning time	17	17	17	34	36	32	32	31	32	18	17	18
Minimize pull-out programs	28	29	27	32	32	32	25	23	26	16	16	15
Develop a parent involvement policy	29	27	31	29	27	31	28	31	25	14	15	13
Develop a school-parent compact	36	34	38	29	29	29	22	22	22	13	15	11
Assess student performance against high standards	22	22	23	29	27	32	33	31	34	16	20	12
Use student performance results for school accountability and continuous improvement	24	26	23	28	24	31	31	31	31	17	19	14

Table 6. Percentage of principals reporting to what extent Title I reforms will require changes in their school, by Title I status (schools identified as in need of improvement)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	14	19	37	31	38	30	39	29	14	16	15
More flexibility to identify students for services	23	23	22	36	37	37	28	27	28	13	13	13
Extend learning time	17	10	18	34	42	33	32	36	31	18	12	18
Minimize pull-out programs	28	27	28	32	37	31	25	24	25	16	13	16
Develop a parent involvement policy	29	22	31	29	42	27	28	18	29	14	19	13
Develop a school-parent compact	36	34	36	29	20	30	22	27	22	13	20	12
Assess student performance against high standards	22	11	24	29	24	30	33	47	31	16	19	15
Use student performance results for school accountability and continuous improvement	24	12*	25	28	27	29	31	31	31	17	29*	15

**SI-Schools identified as in need of improvement

Table 7. Percentage of principals reporting to what extent they are implementing various reform strategies, by Title I status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	3	2	3	11	13	10	37	39	35	49	45	52
Professional development to enable staff to teach the content students are expected to learn[a]	1	1	1	13	12	14	45	53*	39	41	35*	45
Instructional materials such as textbooks that expose students to the content they are expected to learn	<1	1	<1	9	9	10	39	40	39	51	50	52
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	8	5	10	30	29	30	36	38	34	27	27	27
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3	2	3	26	27	25	44	48	41	28	24	31
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	<1	<1	<1	11	13	10	48	46	49	41	41	41

** Among schools with these students enrolled

Table 7. Percentage of principals reporting to what extent they are implementing various reform strategies, by Title I status (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)
	%	%	%	%	%	%	%	%	%	%	%	%
Assessments that measure performance against the content students are expected to learn	2	3	2	18	20	17	45	45	45	35	33	37
Assessments that are used for school accountability and continuous improvement	2	3	1	17	16	18	40	45	37	41	37	44
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3	4	3	39	46*	34	43	38*	47	14	13	16
Restructuring the school day to teach content in more depth	19	19	19	31	32	31	31	31	32	18	18	18
Extending the school day to provide for more instructional time	52	54	51	24	26	22	15	13	17	9	7	10
Extending the school year to provide for more instructional time	63	68*	59	19	20	18	13	10*	15	5	3*	8
Staff participation in professional networks focused on standards-based reforms	17	17	17	39	40	38	34	35	33	10	8	12

Table 8. Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)
	%	%	%	%	%	%	%	%	%	%	%	%
Other principals	9	9	9	4	5	4	59	55	61	28	32	26
Professional principal associations	10	7	13	11	11	10	59	62	57	20	19	20
Teacher unions or organizations	31	31	31	34	35	34	32	33	32	3	1	4
Other administrators	3	2	3	4	2	6	63	67	60	30	28	31
School district	3	3	4	7	7	7	54	56	52	36	34	37
Intermediate or regional education agency	22	23	21	17	20	16	47	48	46	14	10	17
State department of education	16	18	14	20	23	18	53	50	55	11	9	13
U.S. Department of Education's Regional Labs	60	62	58	21	23	20	18	13*	21	1	2	1
U.S. Department of Education's Comprehensive Assistance Centers	68	69	67	21	22	21	10	8	12	<1	1	<1
U.S. Department of Education's Parent Information Resource Centers	66	68	64	21	21	21	12	9	13	2	2	1
U.S. Department of Education's ERIC	46	44	47	19	20	19	31	33	30	3	2	4
Other U.S. Department of Education offices or programs	60	64	57	20	19	20	19	16	22	1	1	2
National Science Foundation-funded initiatives (e.g., SSI, USI)	46	47	46	15	17	13	31	29	32	8	7	9
National model content standards (e.g., NCTM)	25	23	26	13	13	14	42	44	41	19	20	19

Table 8. Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)
	%	%	%	%	%	%	%	%	%	%	%	%
State-developed content standards	6	6	6	7	7	7	53	54	52	34	33	34
Institutions of higher education	22	23	22	22	22	22	45	45	45	10	10	11
Professional journals	15	15	16	9	9	9	55	56	55	20	21	20
State- or district-sponsored education conferences	5	5	5	7	9*	5	59	64	57	29	22*	34
Institutes or workshops	3	4	3	5	6	4	58	62	55	33	28	37
Electronic networks/discussion groups	47	46	49	20	22	18	29	27	31	4	5	3
Media (e.g., newspapers, television)	22	24	21	35	34	35	40	39	40	3	3	3

Table 9. Percentage of principals reporting to what extent they are implementing various reform strategies, by school type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance[a]	2	1*	5	13*	6*	13	39	33	38	45*	61*	45
Professional development to enable staff to teach the content students are expected to learn[a]	1	<1	1	12	13	15	53*	38	41*	35*	49	42
Instructional materials such as textbooks that expose students to the content they are expected to learn	1	<1	<1	9	10	9	40	36	41	50	54	49
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	5*	13*	7	29	32	28	38	33	36	27	23	30
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	2	4	3	27	22	29	48	40	41	24	35	27
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	<1	0	<1	13	12	9	46	45	52	41	43	39
Assessments that measure performance against the content students are expected to learn	3	1	2	20	14	19	45	44	46	33	41	34
Assessments that are used for school accountability and continuous improvement	3	1	1	16	14	21	45*	34	39	37*	50*	39

** Among schools with these students enrolled

Table 9. Percentage of principals reporting to what extent they are implementing various reform strategies, by school type (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	4	2	3	46*	35	34*	38*	46	49*	13*	18	14
Restructuring the school day to teach content in more depth	19	14*	23	32	26*	35	31	35	28	18	24*	14
Extending the school day to provide for more instructional time	54*	43*	58	26	23	21	13*	22*	13	7*	12	8
Extending the school year to provide for more instructional time	68*	54*	64	20	20	16	10*	16	14	3*	10*	5
Staff participation in professional networks focused on standards-based reforms	17	17	17	40	35	41	35	36	30	8	12	11

Table 10. Percentage of principals reporting to what extent they are implementing various reform strategies, by limited-English proficiency[b]

Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students	Not at All	Small Extent	Moderate Extent	Great Extent
	%	%	%	%
LEP enrollment 0-9%	3	31	45	21
LEP enrollment 10-25%	0	12	35	53
LEP enrollment over 25%	0	11	36	53

Table 11. Percentage of principals reporting that they are implementing various reform strategies to a moderate or great extent, by familiarity with Title I reforms

Familiarity with Title I Reforms	Low	Medium	High
A strategic plan for enabling students to achieve to high levels of performance	84	84	91
Professional development to enable staff to teach the content students are expected to learn	76	80*	91*
Instructional materials such as textbooks that expose students to the content they are expected to learn	73*	94	93*
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	69	63	58
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	54*	73	76*
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	82	88	93
Assessments that measure performance against the content standards students are expected to learn	76	82	84
Assessments that are used for school accountability and continuous improvement	74	78	85
Parent involvement activities that help parents work with their children to achieve to high levels of performance	44*	62	71*
Restructuring the school day to teach content in more depth	41	42*	58*
Extending the school day to provide for more instructional time	17	20*	35*
Extending the school year to provide for more instructional time	13	17*	30*
Staff participation in professional networks focused on standards-based reforms	26*	43	51*

**Among schools with those students enrolled

Table 12. Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by Title I status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	<1	<1	<1	4	4	5	23	25	21	72	70	74
Mathematics	1	<1	1	5	4	5	22	25	21	72	71	73
Science	2	2	2	8	7	8	29	29	29	61	62	60
History/Social Studies	3	2	3	11	9	12	30	30	29	57	58	56

Table 13. Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=545)	Middle (N=332)	High (N=314)	Elementary (N=545)	Middle (N=332)	High (N=314)	Elementary (N=545)	Middle (N=332)	High (N=314)	Elementary (N=545)	Middle (N=332)	High (N=314)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading[a]	<1	1	1	5	2	6	21	22	31*	74	75*	62*
Mathematics	<1	1	1	5	2	6	20	25	28	74	72	65
Science	2	1	3	8	5	10	29	28	32	60	66	56
History/Social Studies	3	2	3	12	8	9	30	27	32	55	62	56

Table 14. Percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by Title I status

	All Schools (N=1,037)	Non-Title I (N=415)	Title I (N=658)
	%	%	%
Teacher quality[a]			
Not at all	12	14	11
Small extent	22	21	22
Moderate extent	32	31	33
Great extent	33	33	33
Student standards not established	1	1	1
The quality of professional development			
Not at all	7	9	6
Small extent	17	19	16
Moderate extent	34	33	35
Great extent	40	37	42
Student standards not established	2	2	2

Table 15. Percentage of principals reporting to what extent the following are barriers to applying high standards, by Title I status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)
	%	%	%	%	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	42	40	44	37	38	37	17	19	16	3	3	3
Inadequacy of parent involvement	21	26*	17	33	36	30	33	29*	36	13	9*	17
Outdated technology	28	30	27	36	35	37	26	26	26	9	10	9
High student mobility	26	34*	20	39	38	39	24	22	25	12	6*	17
Diversity of student populations	33	38*	29	39	41	37	22	17*	25	7	5*	8
Language barriers	55	59	53	31	33	29	9	7*	11	5	1*	7
Assessments that are not aligned with curriculum/standards	28	28	27	35	35	36	26	25	27	11	13	10

Table 16. Percentage of principals reporting to what extent the following are barriers to applying high standards, by poverty level

	Not at All				Small Extent			
	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)
	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	41	40	44	47	39	45	36	27
Inadequacy of parent involvement	33*+	12	7	12*	38+	32+	28	20*
Outdated technology	33+	31*	19	22*	36	31	42	36
High student mobility	38*+	21+	14	6*	41	35	36	38
Diversity of student populations	40*+	27	24	26*	42	38	34	36
Language barriers[a]	62+	56*	44	48*	33	32	30*	22*
Assessments that are not aligned with curriculum/standards	28	27	23	33	36	35	40	29

Table 16 (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)
	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	16	13	18	22	4	2	2	4
Inadequacy of parent involvement	24*+	44	42	39*	5*+	12*+	23	29*
Outdated technology	23	29	28	29	8	9	11	13
High student mobility	16*+	32	31	30*	5*+	12+	19	25*
Diversity of student populations	14*+	29	27	30*	4+	6*	15	8
Language barriers[a]	4+	9	16	18*	1+	4*+	10	12*
Assessments that are not aligned with curriculum/standards	25	27	27	26	11	11	9	12

Table 17. Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by Title I status

	All Title I Schools (N=758)	SW (N=440)	TA (N=318)
	%	%	%
Yes	12	14	10
No	75	72	78
Don't know	13	14	13

Table 18. Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by poverty level

	0-34.9% (N=123)	35-49.9% (N=107)	50-74.9% (N=227)	75-100% (N=296)
	%	%	%	%
Yes	6	8+	12*	22*
No	80	74	75	70
Don't know	14	19+	13	8

Table 19. Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by minority enrollment

	0-49.9% (N=237)	50-79.9% (N=252)	80-100% (N=269)
	%	%	%
Yes	7	12*	22*
No	78	75	68
Don't know	15	13	10

Table 20. Percentage of schools identified as in need of improvement under Title I by number of years identified and by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
One year	46 (2077)	32	14	22	31
Two years	33 (1480)	0	20	40	40
Three years	8 (338)	0	0	18	82
Four or more years	13 (577)	0	0	31	69
ALL YEARS	100 (4472)	15 (672)	13 (589)	29 (1305)	43 (1906)

Table 21. Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by poverty level

	0-34.9% (N=5)	35-49.9% (N=7)	50-74.9% (N=22)	75-100% (N=75)
Average	1+	1+	2	3*
	%	%	%	%
One year[b]	100	50	36	34
Two or more years[b]	0	50	64	66

Table 22. Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by Title I status

	All Title I Schools (N=109)	SW (N=78)	TA (N=31)
Average	2	3*	1
	%	%	%
One year	46	28*	70
Two or more years	54	72*	30

Table 23. Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by minority enrollment

	0-49.9% (N=13)	50-79.9% (N=26)	80-100% (N=70)
Average	1*	2*	3*
	%	%	%
One year[a]	78*	36	31*
Two or more years[a]	22*	64	69*

Table 24. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by Title I status

	All Title I Schools (N=123)	SW (N=89)	TA (N=34)
	%	%	%
Yes	47	62	28
No	36	27	49
Don't know	16	11	23

Table 25. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by poverty level

	0-34.9% (N=5)	35-49.9% (N=8)	50-74.9% (N=24)	75-100% (N=86)
	%	%	%	%
Yes	15	0	55	65
No	37	96	22	29
Don't know	48	4	23	6

Table 26. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>one year</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	39 (722)	18	0	47	76
No	42 (768)	25	91	53	24
Don't know	19 (356)	57	9	0	0

Table 27. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>two years</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	53 (789)	0	0	70	63
No	35 (514)	0	100	0	37
Don't know	12 (177)	0	0	30	0

Table 28. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>three years</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	82 (276)	0	0	0	100
No	18 (62)	0	0	100	0
Don't know	0 (0)	0	0	0	0

Table 29. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for four or more years, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	97 (561)	0	0	91	100
No	3 (16)	0	0	9	0
Don't know	0 (0)	0	0	0	0

Table 30. Percentage of principals reporting performance levels for student achievement results in reading, by Title I status

	All Schools (N=1257)	Non-Title I (N=484)	Title I (N=773)
	%	%	%
Performance levels reported (1-6)	29	25*	32
No performance levels reported	71	75*	68

Table 31. Percentage of principals reporting performance levels for student achievement results in mathematics, by Title I status

	All Schools (N=1257)	Non-Title I (N=484)	Title I (N=773)
	%	%	%
Performance levels reported (1-6)	27	25	29
No performance levels reported	73	75	71

Table 32. Percentage of principals reporting disaggregated student achievement results in reading for various categories, by Title I status

	All Schools (N=1,203)	Non-Title I (N=459)	Title I (N=744)
	%	%	%
Student achievement results in reading are disaggregated	62	54*	67
Gender	70	75	67
Race/ethnicity	64	68	62
Title I participation	50	26*	63
Migrant status	22	14*	26
Poverty status	42	37	44
Limited English proficiency (LEP)	50	50	50
Disabling condition	52	56	50

Table 33. Percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by Title I status

	All Schools (N=1,192)	Non-Title I (N=458)	Title I (N=734)
	%	%	%
Student achievement results in mathematics are disaggregated	60	53*	65
Gender	70	75	67
Race/ethnicity	65	70	62
Title I participation	47	24*	60
Migrant status	22	13*	28
Poverty status	41	35*	45
Limited English proficiency (LEP)	50	48	52
Disabling condition	51	55	49

Table 34. Percentage of principals reporting that their school is operating a Title I schoolwide program, by poverty level

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=230)	75-100% (N=302)
	%	%	%	%
Yes	16+	19*+	66*	80*
No	84+	81*+	34*	20*

Table 35. Percentage of principals reporting that their school is operating a Title I schoolwide program

	All Title I Schools (N=773)
	%
Yes	45
No	55

Table 36. Percentage of principals reporting that they use Title I resources for various purposes, by Title I status

	All Title I Schools (N=752)	SW (N=433)	TA (N=319)
	%	%	%
Serve targeted children in a pull-out setting	68	53*	80
Serve targeted children in an in-class setting	83	84	83
Provide both pull-out and in-class services	57	46	66
Provide extended time learning opportunities for targeted children	41	51*	32
Improve the entire educational program through a schoolwide program	57	93*	25
Provide summer learning opportunities	40	48*	33
Provide professional development activities	78	84*	73
Provide family literacy services	46	55*	38

Table 37. Percentage of principals reporting that they use Title I resources for various purposes, by school level

	Elementary (N=396)	Middle (N=196)	High (N=120)
	%	%	%
Serve targeted children in a pull-out setting	72*	58	47*
Serve targeted children in an in-class setting	85	78	85
Provide both pull-out and in-class services	61*	45	42*
Provide extended time learning opportunities for targeted children	39	46	43
Improve the entire educational program through a schoolwide program	58	50	59
Provide summer learning opportunities	41	35	44
Provide professional development activities	79	78	71
Provide family literacy services	51*	36	24*

Table 38. Percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL

	All Targeted Assistance Schools (N=312)
	%
Reading/language arts	98
Mathematics	65
ESL	10

Table 39. Percentage of principals reporting that they use Title I resources for various purposes, by poverty level

	0-34.9% (N=126)	35-49.9% (N=105)	50-74.9% (N=227)	75-100% (N=289)
	%	%	%	%
Serve targeted children in a pull-out setting	79+	78*+	63*	50*
Serve targeted children in an in-class setting	78	83	89	85
Provide both pull-out and in-class services	63	64+	58*	45*
Provide extended time learning opportunities for targeted children	28+	33*+	49	54*
Improve the entire educational program through a schoolwide program	35+	34*+	76	82*
Provide summer learning opportunities	26*+	42	47	50*
Provide professional development activities	62*+	77+	84	91*
Provide family literacy services	30+	40+	51*	65*

Table 40. Percentage of principals reporting that they use Title I resources for various purposes, by metropolitan status

	Central City of MSA (N=264)	MSA not Central City (N=176)	Not MSA (N=312)
	%	%	%
Serve targeted children in a pull-out setting	59	71	71
Serve targeted children in an in-class setting	90*	79	82*
Provide both pull-out and in-class services	53	57	60
Provide extended time learning opportunities for targeted children	54*	41	32*
Improve the entire educational program through a schoolwide program	77*	45	51*
Provide summer learning opportunities	48	34	39
Provide professional development activities	91*	68	75*
Provide family literacy services	64*	48*	35*

Table 41. Percentage of principals reporting that their school operated various types of extended time instructional programs, by Title I status

	All Title I Schools (N=773)	SW (N=448)	TA (N=325)
	%	%	%
Before school			
Percentage with program	16	18	14
Average hours per week	4	5	4
Average weeks per year	32	32	32
After school			
Percentage with program	44	53*	36
Average hours per week	5	5*	4
Average weeks per year	27	26	27
Weekend			
Percentage with program	5	7*	3
Average hours per week	3	3	3
Average weeks per year	18	19	16
Summer			
Percentage with program	37	39	36
Average hours per week	16	17*	15
Average weeks per year	5	6*	5

Table 42. Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by Title I status

	All Schools (N=747)	SW (N=428)	TA (N=319)
Administration (non-clerical)	3,500	1,500	2,000
Teachers	74,700	40,900	33,800
Teacher aides	76,900	43,900	33,000
Staff providing support services (non-clerical)	10,200	7,900	2,300

Table 43. Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by poverty level

	0-34.9% (N=123)	35-49.9% (N=109)	50-74.9% (N=223)	75-100% (N=287)
Administration (non-clerical)	1,100	500	500	1,300
Teachers	15,900	10,300	20,700	27,200
Teacher aides	10,600	13,700	21,300	30,800
Staff providing support services (non-clerical)	600	1,400	2,500	5,600

Table 44. Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by Title I status

	All Title I Schools (N=767)	SW (N=445)	TA (N=322)
	%	%	%
Yes	69	81*	59
No	29	18*	39
Don't know	2	1	2

Table 45. Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by poverty level

	0-34.9% (N=126)	35-49.9% (N=109)	50-74.9% (N=228)	75-100% (N=299)
	%	%	%	%
Yes	53	67	74	84
No	45	32	22	16
Don't know	1	1	4	0

Table 46. Average percentage of time as reported by principals that paraprofessionals spend in various activities, by Title I status

	All Title I Schools (N=538)	SW (N=344)	TA (N=194)
	%	%	%
Working one-on-one with students	33	34	32
Working with students in groups	52	51	54
Doing clerical tasks	8	9	8
Working with parents	4	5*	3

Table 47. Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by Title I status

	All Title I Schools (N=375)	SW (N=242)	TA (N=133)
	%	%	%
Career ladder for paraprofessionals/teacher aides	38	41	35
Release time for classwork or studying for a high school diploma or GED	6	9*	3
Funding for high school diploma or GED classes[b]	2	4	0
Release time for classwork or studying for higher education courses	22	24	20
Funding for higher education classes	33	36	29

Table 48. Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by Title I status

	All Schools (N=1,215)	Non-Title I (N=468)	Title I (N=747)
	Average	Average	Average
Instructional rooms	34	38*	31
Computers	76	87*	68
Students per computer	9	9	9
Instructional rooms with Internet access	11	14*	8
Percentage of all rooms with Internet access	32	38*	27

Table 49. Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by poverty level

	0-34.9% (N=388)	35-49.9% (N=198)	50-74.9% (N=310)	75-100% (N=310)
	Average	Average	Average	Average
Instructional rooms	36+	31	32	32
Computers	81	77	69	64*
Students per computer	9	9+	9*	12*
Instructional rooms with Internet access	14*+	10+	8*	5*
Percentage of all rooms with Internet access	36+	34+	28*	19*

Table 50. Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by Title I status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)
	%	%	%	%	%	%	%	%	%	%	%	%
Lack of technical support or advice	19	19	20	31	29	32	28	29	27	22	23	21
Lack of or inadequately trained staff	10	8	12	30	29	31	39	43	37	20	20	20
Lack of teacher awareness regarding ways to integrate curriculum	9	9	9	25	23	26	45	47	45	21	21	20
Lack of software that is integrated with the school's curriculum	11	10	11	28	29	27	37	37	36	25	25	26

Table 51. Percentage of instructional rooms with Internet access as reported by principals in non-MSA schools, by poverty level

	All Non-MSA schools	0-34.9% (N=149)	35-49.9% (N=100)	50-74.9% (N=133)	75-100% (N=90)
	%	%	%	%	%
Rooms with Internet access	31	33	35+	30	19*

Table 52. Percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents, by Title I status

	All Title I Schools (N=757)	SW (N=441)	TA (N=316)
	%	%	%
Yes	77	81	74
No	23	19	26

Table 53. Percentage of principals reporting that their school has a school-parent compact, by Title I status

	All Title I Schools (N=765)	SW (N=447)	TA (N=318)
	%	%	%
Yes	74	80	69
No	26	20	31

Table 54. Percentage of principals reporting that their school has a school-parent compact, by poverty level

	0-34.9% (N=125)	35-49.9% (N=106)	50-74.9% (N=228)	75-100% (N=301)
	%	%	%	%
Yes	62*+	74	84	80*
No	38	26	16	20

Table 55. Percentage of principals reporting that their school has a school-parent compact, by school level

	Elementary (N=406)	Middle (N=200)	High (N=118)
	%	%	%
Yes	77	70	55*
No	23	30	45*

Table 56. Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by Title I status

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	9	6	11	60	63	57	20	21	20	11	9	12
Parent participation in school-related decision-making such as budget considerations or curriculum reform	38	35	41	41	44	38	13	16	10	8	6	10
Parent volunteering in the classroom	28	23	34	41	44	38	23	27	19	8	7	10
Other parent volunteering	25	21	28	35	36	35	23	28	19	17	15	19
Parents' awareness of state standards for learning	28	24*	32	42	41	43	21	27*	15	10	9	11
Parents' awareness of skills students need to meet state standards for learning	22	21	23	44	41	46	25	30	20	9	8	11
Student attendance	15	13	16	43	43	43	31	36	27	11	9	14
Student discipline	16	12	19	45	46	43	30	34	25	10	7	12
Homework completion	11	8	14	51	51	50	28	29	26	10	11	10
Reading at home	10	9	11	46	48	43	33	30	36	12	13	10
Student preparedness for school	17	14	20	46	47	44	23	26	19	15	12	17
School climate	12	7*	17	44	44	43	36	41	31	8	8	9
Teacher-parent relations	16	16	16	38	38	38	38	38	37	8	7	9

Guide to Interpreting Tables

The tables in the following sections of the report use symbols to indicate differences that are statistically significant. Significance at the 0.05 level means we can say with 95 percent confidence that the estimate from our sample approximates the average result of all possible samples. An interval from two standard errors below the estimate to two standard errors above the estimate is a 95 percent confidence interval.

Many of the survey items allowed respondents to circle more than one response. For these items, percentages in the table will not add to 100.

For all tables:
[a] Note that significance tests for this item are not reliable due to small cell size.
[b] No significance tests were available for this item due to "0" observations in a cell.

For Title I Status tables:
Within each response category, an asterisk (*) in the second column indicates that the difference between the percent in the second column and the percent in the third column is significant at the 0.05 level. Percent in the first column was not tested for significance.

For School Type, Minority Enrollment, Metropolitan Status, School Level, and Title I Familiarity tables:
Within each response category, an asterisk (*) in the first column indicates that the difference between the percent in the first column and the percent in the second column is significant at the 0.05 level; an asterisk (*) in the second column indicates that the difference between the percent in the second column and the percent in the third column is significant at the 0.05 level; an asterisk (*) in the third column indicates that the difference between the percent in the first column and the percent in the third column is significant at the 0.05 level.

For Poverty and School Size tables:
Within each response category, an asterisk (*) in the first column indicates that the difference between the percent in the first column and the percent in the second column is significant at the 0.05 level; an asterisk (*) in the second column indicates that the difference between the percent in the second column and the percent in the third column is significant at the 0.05 level; an asterisk (*) in the third column indicates that the difference between the percent in the third column and the percent in the fourth column is significant at the 0.05 level; an asterisk (*) in the fourth column indicates that the difference between the percent in the first column and the percent in the fourth column is significant at the 0.05 level.

Within each response category, a plus (+) sign in the first column indicates that the difference between the percent in the first column and the percent in the third column is significant at the 0.05 level; a plus (+) sign in the second column indicates that the difference between the percent in the second column and the percent in the fourth column is significant at the 0.05 level.

APPENDIX A

Survey Instrument

U.S. DEPARTMENT OF EDUCATION
PLANNING AND EVALUATION SERVICE

OMB No.: 1875-0136
Expires: 3/31/98

Follow-Up Public School Survey on Education Reform

Congress authorized this survey in Section 1501(b)(1) and Section 14701(a)(1) of the Improving America's School Act (P.L. 103-382). All responses will be kept confidential and anonymous, and only aggregated results will be presented. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Name of person completing form: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

Name of School: _____

PLEASE RETURN COMPLETED FORM TO	IF YOU HAVE ANY QUESTIONS, CONTACT:
WESTAT 1650 Research Boulevard Rockville, Maryland 20850 Attn: 994164 Webber	Ann Webber 1-800-937-8281, ext. 3627 Fax: (301) 294-4475 E-mail: WEBBERA1@WESTAT.COM

PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS

According to the Paperwork Reduction Act of 1995, no persons are required to respond to collection of information unless it displays a valid OMB number. The valid OMB control number of this information collection is 1875-0136. The time required to complete this information collection is estimated to average one hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and reviewing and completing the collection of information. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Daphne Hardcastle, Planning and Evaluation Service, Office of the Under Secretary, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202.

INSTRUCTIONS FOR THIS SURVEY

This survey about public school reform should be completed by the principal or another person knowledgeable about the school program. This survey is designed to gather information about individual schools rather than school districts. Please respond only about students in your school's program for school year 1997-98, unless otherwise indicated. If a question does not apply to your school, please write in "NA".

Please complete and return the survey in the enclosed postage-paid envelope to Westat, Inc., the Department of Education's survey contractor, by November 14, 1997. If not received by that date, Westat will call your school between November 17 and December 5, 1997, to make arrangements for collecting information.

DEFINITIONS FOR THIS SURVEY

Adequate yearly progress: The amount of yearly improvement each Title I school and district is expected to make in order to enable low-achieving children to meet high performance levels expected of all children. (States are required to define adequate yearly progress after their final assessments are in place. If the state is in its transitional assessment period, it must establish procedures for measuring yearly academic progress for each school and district.).

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the education system in a coordinated and coherent fashion to support students learning to the standards.

Disability: A child with a disability means a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services (Individuals with Disabilities Education Act).

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

High standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

In need of improvement: Under Title I legislation, a school is identified as in need of improvement if it has not made adequate progress toward meeting state standards for two consecutive years. If the state does not have its final assessment in place, a school is identified if it has not met criteria the state has adopted for academic progress for two consecutive years.

School-parent compact: Voluntary written agreements between the school and parents that outline how parents, the entire school staff, and students will share responsibility for improved student achievement. A school-parent compact is not a legal document and it should not be confused with an individual education plan (IEP) used in special education.

School performance profile: A status report to teachers, parents, and the community provided by the school district that reports on the yearly progress of the school in meeting the state's student performance standards.

SSI/USI: National Science Foundation's Statewide Systemic Initiatives and Urban Systemic Initiatives programs. For these programs, NSF has cooperative agreements with states and urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

Standards and Assessments

Currently, states and districts are establishing new high standards for student achievement both in the content that students are expected to learn (content standards) and in the level of performance that students are expected to achieve (performance standards, e.g., proficient, advanced, novice). Standards go beyond general expectations for student learning in that they are written, may be externally developed, and are to be applied uniformly by all teachers.

1. To what extent does your school use state or district-developed content standards to guide curriculum and instruction...

	Not at all	Small extent	Moderate extent	Great extent
a. In reading/language arts	1	2	3	4
b. In mathematics	1	2	3	4
c. In science	1	2	3	4
d. In history/social studies	1	2	3	4

2. To what extent have the content standards for any subjects in your school changed in the last year?

No change	1
Small extent	2
Moderate extent	3
Great extent	4
No content standards	5

3. To what extent are the following items barriers to applying high standards to all students in your school?

	Not at all	Small extent	Moderate extent	Great extent
a. Inadequacy of guidance on what standards to use	1	2	3	4
b. Inadequacy of parent involvement	1	2	3	4
c. Outdated technology	1	2	3	4
d. High student mobility	1	2	3	4
e. Diversity of student populations	1	2	3	4
f. Language barriers	1	2	3	4
g. Assessments that are not aligned with curriculum/standards	1	2	3	4
h. Other *(specify)* _____	1	2	3	4

4. To what extent does your school use written standards for assessing...

	Not at all	Small extent	Moderate extent	Great extent
a. Teacher quality	1	2	3	4
b. The quality of professional development activities	1	2	3	4

If "Not at all" for questions 4a and 4b, skip to question 8.

5. Who developed the standards for assessing teacher quality and professional development activities? *(Check all that apply.)*

	School	School district	State	National association	Other *(specify)*
a. Teacher quality	_____	_____	_____	_____	_____
b. Professional development	_____	_____	_____	_____	_____

6. To what extent are the standards for teacher quality and for professional development linked to student content and performance standards established in the past three years by your state or school district?

	Not at all	Small extent	Moderate extent	Great extent	Student standards not established
a. Teacher quality	1	2	3	4	5
b. Professional development	1	2	3	4	5

7. When were standards for teacher quality and professional development last revised?

	Last year	2-3 years ago	More than 3 years ago	Don't know
a. Teacher quality	1	2	3	4
b. Professional development	1	2	3	4

8. If your school district reports **reading** and **mathematics** student achievement in terms of performance level categories (e.g., proficient, advanced, novice) on state required assessments, list your state's performance levels and indicate what percent of students in your school scored at each level. Please report for all grades (aggregated) that have data reported in terms of performance levels. If this data is available for school year 1995-96, please indicate the percent of students scoring at each level.

Reading		Performance Level	1996-97	1995-96
Top level	a.	_____	_____ %	_____ %
	b.	_____	_____ %	_____ %
	c.	_____	_____ %	_____ %
	d.	_____	_____ %	_____ %
	e.	_____	_____ %	_____ %
Bottom level	f.	_____	_____ %	_____ %

Mathematics		Performance Level	1996-97	1995-96
Top level	a.	_____	_____ %	_____ %
	b.	_____	_____ %	_____ %
	c.	_____	_____ %	_____ %
	d.	_____	_____ %	_____ %
	e.	_____	_____ %	_____ %
Bottom level	f.	_____	_____ %	_____ %

Please refer to definitions on page 2.

9. Are student achievement results **in reading** summarized in any of the following reporting categories: gender, race/ethnicity, Title I participation, migrant status, poverty status, limited English proficiency, disabling condition, or other reporting category?

Yes 1
No 2

If "Yes", indicate for which of the following reporting categories the student achievement results **in reading** are summarized. *(Check all that apply.)*

a. _____ Gender
b. _____ Race/ethnicity
c. _____ Title I participation
d. _____ Migrant status
e. _____ Poverty status (e.g., free/reduced price lunch)
f. _____ Limited English proficiency (LEP)
g. _____ Disabling condition
h. _____ Other (*specify*) _____

10. Are student achievement results **in mathematics** summarized in any of the following reporting categories: gender, race/ethnicity, Title I participation, migrant status, poverty status, limited English proficiency, disabling condition, or other reporting category?

Yes 1
No 2

If "Yes", indicate for which of the following reporting categories the student achievement results **in mathematics** are summarized. *(Check all that apply.)*

a. _____ Gender
b. _____ Race/ethnicity
c. _____ Title I participation
d. _____ Migrant status
e. _____ Poverty status (e.g., free/reduced price lunch)
f. _____ Limited English proficiency (LEP)
g. _____ Disabling condition
h. _____ Other (*specify*) _____

11. If your school district reports achievement by race/ethnicity, gender, Title I participation, migrant status, poverty status, limited English proficiency, disabling condition, or other reporting category, for which categories is student achievement in the greatest need of improvement? *(Check three.)*

a. _____ Racial/ethnic minority students
b. _____ Females
c. _____ Males
d. _____ Title I participants
e. _____ Migrant students
f. _____ Students in poverty
g. _____ LEP students
h. _____ Students with disabilities
i. _____ Other (*specify*) _____

12. Various strategies are being developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school. In column B, indicate three areas where information is most needed. For e1 and e2 check the "None enrolled" box if your school does not have those students.

Strategy to support comprehensive reform	A. Extent to which your school is implementing strategy: Not at all	Small extent	Moderate extent	Great extent	B. Information most needed (Check three)
a. A strategic plan for enabling students to achieve to high levels of performance	1	2	3	4	_____
b. Professional development to enable staff to teach the content students are expected to learn	1	2	3	4	_____
c. Instructional materials such as textbooks that expose students to the content they are expected to learn	1	2	3	4	_____
d. Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1	2	3	4	_____
e. Adaptations so that all students are expected to achieve to high levels of performance, specifically:					
e1. Limited-English proficient students ☐ None enrolled	1	2	3	4	_____
e2. Students with learning disabilities ☐ None enrolled	1	2	3	4	_____
f. Assessments that measure performance against the content students are expected to learn	1	2	3	4	_____
g. Assessments that are used for school accountability and continuous improvement	1	2	3	4	_____
h. Parent involvement activities that help parents work with their children to achieve to high levels of performance	1	2	3	4	_____
i. Restructuring the school day to teach content in more depth	1	2	3	4	_____
j. Extending the school day to provide for more instructional time	1	2	3	4	_____
k. Extending the school year to provide for more instructional time	1	2	3	4	_____
l. Staff participation in professional networks focused on standards-based reforms	1	2	3	4	_____
m. Other *(specify)*_____	1	2	3	4	_____

13. How helpful have the following sources of information or assistance been in helping you understand or use comprehensive reform strategies or activities such as those mentioned in question 12?

		Not used	Not at all helpful	Somewhat helpful	Very helpful
a.	Other principals	1	2	3	4
b.	Professional principal associations	1	2	3	4
c.	Teacher unions or organizations	1	2	3	4
d.	Other administrators	1	2	3	4
e.	School district	1	2	3	4
f.	Intermediate or regional education agency	1	2	3	4
g.	State department of education	1	2	3	4
h.	U.S. Department of Education's Regional Labs	1	2	3	4
i.	U.S. Department of Education's Comprehensive Assistance Centers	1	2	3	4
j.	U.S. Department of Education's Parent Information Resource Centers	1	2	3	4
k.	U.S. Department of Education's ERIC	1	2	3	4
l.	Other U.S. Department of Education offices or programs	1	2	3	4
m.	National Science Foundation-funded initiatives (e.g., SSI, USI)	1	2	3	4
n.	National model content standards (e.g., NCTM)	1	2	3	4
o.	State-developed content standards	1	2	3	4
p.	Institutions of higher education	1	2	3	4
q.	Professional journals (*specify*) _____	1	2	3	4
r.	State- or district-sponsored education conferences	1	2	3	4
s.	Institutes or workshops	1	2	3	4
t.	Electronic networks/discussion groups	1	2	3	4
u.	Media (e.g., newspapers, television)	1	2	3	4
v.	Other (*specify*) _____	1	2	3	4

14. In what format do you prefer to receive information? Please rank the following in order of your preference from 1 to 4, with 1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice; and 4 = 4th choice. If you do not have access to format "c" (electronic), circle "No access."

		Rank
a.	Hard copy (e.g., journal articles, reports, magazines)	_____
b.	Workshops and summer institutes	_____
c.	Electronic (e.g., e-mail, Internet, electronic bulletin boards, microcards)	_____ No Access
d.	Other (*specify*) _____	_____

School Information

15. How many total students are enrolled in your school?

_____ Students

16. What is the total number of students in your school in the following categories?

Students by race/ethnicity

_____ White (not Hispanic origin)
_____ Black (not Hispanic origin)
_____ Hispanic
_____ Asian/Pacific Islander
_____ American Indian/Alaskan Native

Students with special needs

_____ Limited English proficient (LEP) students
_____ Migrant students
_____ Students with disabilities
_____ Homeless students

17. What percent of the students in your school are eligible for the free- or reduced-price lunch program?

_____ %

18. What is the total **number of instructional rooms** in your school? Include all rooms used for any instructional purposes, include classrooms, computer and other labs, media centers, etc.

_____ Instructional rooms

19. What is the total **number of computers** in your school used for instructional purposes?

_____ Total computers

20. How many instructional rooms have a computer with access to the Internet?

_____ Rooms

21. Please indicate to what extent, if any, each of the following are barriers to your school's acquisition or usage of advanced telecommunications capabilities. If your school is currently using advanced telecommunications, please indicate to what extent the following are barriers to upgrading or maximizing telecommunications usage. *(Circle one for each item.)*

	Not at all	Small extent	Moderate extent	Great extent
a. Lack of technical support or advice	1	2	3	4
b. Lack of or inadequately trained staff	1	2	3	4
c. Lack of teacher awareness regarding ways to integrate curriculum	1	2	3	4
d. Lack of software that is integrated with the school's curriculum	1	2	3	4

Please refer to definitions on page 2

22. Since the end of the school year 1996-97, have teachers at your school participated in any inservice or professional development programs which focused on uses of educational technology for instruction (e.g., use of computer, satellite learning)?

Yes 1
No 2

If "Yes", how many hours did the programs last on average?

_____ 8 hours or less
_____ 9-32 hours
_____ More than 32 hours

Title I Information

23. Did your school receive federal Title I funds in school year 1997-98?

Yes 1
No 2
Don't know 3

If "No" or "Don't know", skip to question 51.

24. To what extent does your school have input into the decisions on the use of Title I funds in your school?

Not at all 1
Small extent 2
Moderate extent 3
Great extent 4

25. How many staff members (full-time equivalents) are employed with Title I funds in your school during the regular school term?

Full-time equivalents

a. _____ Administration (non-clerical)
b. _____ Teachers
c. _____ Teacher aides
d. _____ Staff providing support services (non-clerical)
e. _____ Other *(specify)*_____

26. Was the targeted assistance or schoolwide plan or a description of the plan/program made available to parents?

Yes 1
No 2

27. Is your school operating a Title I schoolwide program?

Yes 1
No 2

If "Yes", skip to question 31.

28. If your school is designated as a targeted assistance school, how many students are served by the Title I program?

_____ Students

29. At what grades are students receiving Title I services? (*Circle all that apply.*)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

30. In what subjects are students receiving TItle I services? (*Check all that apply.*)

a. _____ Reading/language arts
b. _____ Mathematics
c. _____ ESL
d. _____ Other (*specify*) _____

31. Recent federal legislation made changes to Title I that affect schools in a number of ways. For each item below, indicate:

In column A, the extent to which you are **familiar with** the Title I change.
If you are familiar with the change, in column B indicate the extent to which you feel it requires **changes** in your school.

Title I change:	A. Familiar with Title I change				B. Changes in school required			
	Not at all	Small extent	Moderate extent	Great extent	Not at all	Small extent	Moderate extent	Great extent
a. Apply high state-approved standards to all students	1	2	3	4	a	b	c	d
b. More flexibility to identify students for services	1	2	3	4	a	b	c	d
c. Extend learning time	1	2	3	4	a	b	c	d
d. Minimize pull-out programs	1	2	3	4	a	b	c	d
e. Develop a parent involvement policy	1	2	3	4	a	b	c	d
f. Develop a school-parent compact	1	2	3	4	a	b	c	d
g. Assess student performance against high standards	1	2	3	4	a	b	c	d
h. Use student performance results for school accountability and continuous improvement	1	2	3	4	a	b	c	d

32. Does your school use Title I resources for any of the following purposes?

		Yes	No
a.	To serve targeted children in a pull-out setting	1	2
b.	To serve targeted children in an in-class setting	1	2
c.	To provide extended time learning opportunities before and/or after school for targeted children	1	2
d.	To improve the entire educational program through a schoolwide program	1	2
e.	To provide summer learning opportunities	1	2
f.	To provide professional development activities	1	2
g.	To provide family literacy services	1	2
h.	Other (*specify*) _____	1	2

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Please refer to definitions on page 2.

33. What type of extended time instructional programs are operated by your school? *(Check all that apply and indicate the number of hours per week and the number of weeks per year that the program operates. If a type of extended time instructional program is funded by Title I, **please circle** it.)*

	Program type		Number of hours per week		Number of weeks per year	
a.	_____	Before school	_____	hrs/week	_____	weeks/yr
b.	_____	After school	_____	hrs/week	_____	weeks/yr
c.	_____	Weekend	_____	hrs/week	_____	weeks/yr
d.	_____	Summer	_____	hrs/week	_____	week/yr

34. Did your school meet the district/state target for adequate yearly progress in... *(See definition on page 2.)*

School year 1995-96		School year 1996-97	
Yes	1	Yes	1
No	2	No	2
Don't know	3	Don't know	3

35. Is your school identified in this school year as in need of improvement under Title I? *(See definition on page 2.)*

Yes	1
No	2
Don't know	3

If "Yes", for how many years has your school been identified in need of improvement under Title 1?

_____ Years

Did your school receive additional technical assistance/professional development as a result of being identified as in need of improvement?

Yes	1
No	2
Don't know	3

36. Is your school performance profile provided to... *(See definition on page 2.)*

		Yes	No
a.	Teachers	1	2
b.	Parents	1	2
c.	Community	1	2

37. To what extent do you perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents and the community?

Not at all	1
Small extent	2
Moderate extent	3
Great extent	4

38. Does your school employ paraprofesionals/teacher aides paid for at least partially by Title I?

Yes 1
No 2
Don't know 3

If "No" or "Don't Know", skip to question 44.

39. What percent of time do paraprofessionals/teacher aides spend in the following activities?

a. _____% Working one-on-one with students
b. _____% Working with students in groups
c. _____% Doing clerical tasks (e.g., correcting papers)
d. _____% Working with parents
e. _____% Other (*specify*) _____
100% TOTAL

40. What percent of paraprofessionals/teacher aides in your school lack a high school diploma or GED?

_____%

41. Are these paraprofessionals/teacher aides who lack a high school diploma or GED working to earn a high school diploma or GED within the next two years?

Yes 1
No 2
Don't know 3

42. How does your school district support educational improvement for paraprofessionals/teacher aides? (*Check all that apply.*)

a. _____ Career ladder for paraprofessionals/teacher aides
b. _____ Release time for classwork or studying for a high school diploma or GED
c. _____ Funding for high school diploma or GED classes
d. _____ Release time for classwork or studying for higher education courses
e. _____ Funding for higher education classes
f. _____ Other (*specify*) _____

43. If paraprofessionals/teacher aides have not received a high school diploma or GED, are they proficient in a language other than English which some of their students speak as their first language?

Yes 1
No 2
Don't know 3

44. Does your school have a parent involvement policy that describes shared responsibilities for school staff and parents?

Yes 1
No 2

Please refer to definitions on page 2.

45. Does your school have a school-parent compact? *(See definition on page 2.)*

Yes 1
No 2

If "No," skip to question 50.

46. If your school is a targeted assistance school, who receives the school-parent compact? *(Check one.)*

a. _____ All parents
b. _____ Title I parents

47. Who participated in developing the school-parent compact? *(Check all that apply.)*

a. _____ Principal
b. _____ Teacher
c. _____ Parent
d. _____ Title I liaison
e. _____ Other *(specify)* _____

48. How helpful has the school-parent compact been in the following areas?

	Not at all helpful	Somewhat helpful	Very helpful	Don't know
a. Parents helping students with learning at home (e.g., help with homework or schoolwork)	1	2	3	4
b. Parent participation in school-related decision-making such as budget considerations or curriculum reform	1	2	3	4
c. Parent volunteering in the classroom	1	2	3	4
d. Other parent volunteering *(specify)* _____	1	2	3	4
e. Parents' awareness of state standards for learning	1	2	3	4
f. Parents' awareness of skills students need to meet state standards for learning	1	2	3	4
g. Student attendance	1	2	3	4
h. Student discipline	1	2	3	4
i. Homework completion	1	2	3	4
j. Reading at home	1	2	3	4
k. Student preparedness for school *(specify)* _____	1	2	3	4
l. School climate	1	2	3	4
m. Teacher-parent relations *(specify)* _____	1	2	3	4

49. What process(es) was used to develop the school-parent compact? *(Check all that apply.)*

a. _____ Discussions at PTA meetings
b. _____ Meeting(s) called specifically to develop compact
c. _____ Other meeting(s) *(specify)* _____
d. _____ Parent survey
e. _____ School staff survey
f. _____ Review of other schools' compact(s) *(specify how compacts obtained)* _____
g. _____ Technical assistance provided by state education department *(specify)* _____
h. _____ Technical assistance provided by regional assistance providers *(specify)* _____
i. _____ Technical assistance provided by district *(specify)* _____
j. _____ Other *(specify)* _____

50. What procedures have been used to evaluate the implementation of your parent involvement policy including the school-parent compact? *(Check all that apply.)*

a. _____ Parent survey
b. _____ School personnel survey
c. _____ Verbal feedback from parents
d. _____ Verbal feedback from school personnel
e. _____ No evaluation activities implemented
f. _____ Other *(specify)* _____

Waivers and Goals 2000

51. Did your school request a waiver of statutory or regulatory requirements in federal elementary and secondary education programs?

Yes 1
No 2

52. Is your school district participating in the federal Goals 2000 program?

Yes 1
No 2
Don't know 3

If "No" or "Don't know", you have completed the survey.

53. How has your school participated in the federal Goals 2000 program activities? *(Check all that apply.)*

a. _____ Professional development linked to content standards and aligned assessments
b. _____ Realignment of curriculum to address standards and assessments
c. _____ Improved use of technology to support students' learning to the content standards
d. _____ Use of new state assessments
e. _____ Increased parental/community involvement
f. _____ Don't know how my school has participated
g. _____ Other *(specify)* _____

Please refer to definitions on page 2.

APPENDIX B

Survey Tables

STANDARDS AND ASSESSMENT

Question 1

Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school characteristics

Table 1A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)	All Schools (N=1,249)	Non-Title I (N=482)	Title I (N=767)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	<1	<1	<1	4	4	5	23	25	21	72	70	74
Mathematics	1	<1	1	5	4	5	22	25	21	72	71	73
Science	2	2	2	8	7	8	29	29	29	61	62	60
History/Social Studies	3	2	3	11	9	12	30	30	29	57	58	56

Table 1B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=482)	SW (N=445)	TA (N=322)	Non-Title I (N=482)	SW (N=445)	TA (N=322)	Non-Title I (N=482)	SW (N=445)	TA (N=322)	Non-Title I (N=482)	SW (N=445)	TA (N=322)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	<1	1	<1	4	3	6	25	18	24	70	79	70
Mathematics	<1	1	1	4	4	6	25	18	23	71	77	70
Science	2	2	3	7	8	8	29	30	29	62	60	60
History/Social Studies	2	3	3	9	12	11	30	28	30	58	56	55

Table 1C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=600)	50-79.9% (N=344)	80-100% (N=305)	0-49.9% (N=600)	50-79.9% (N=344)	80-100% (N=305)	0-49.9% (N=600)	50-79.9% (N=344)	80-100% (N=305)	0-49.9% (N=600)	50-79.9% (N=344)	80-100% (N=305)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	<1	1	1	4	4	4	24	20	22	71	76	72
Mathematics	<1	1	1	5	4	5	24	18	21	71	76	72
Science	1	4	3	7	12	7	30	26	30	62	58	60
History/Social Studies	2	5	5	9	13	13	31	28	29	58	54	53

Question 1 (continued)

Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school characteristics

Table 1D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=545)	Middle (N=332)	High (N=314)	Elementary (N=545)	Middle (N=332)	High (N=314)	Elementary (N=545)	Middle (N=332)	High (N=314)	Elementary (N=545)	Middle (N=332)	High (N=314)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading[4]	<1	1	1	5	2	6	21	22	31*	74	75*	62*
Mathematics	<1	1	1	5	2	6	20	25	28	74	72	65
Science	2	1	3	8	5	10	29	28	32	60	66	56
History/Social Studies	3	2	3	12	8	9	30	27	32	55	62	56

Table 1E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)	Central City of MSA (N=418)	MSA not Central City (N=344)	Not MSA (N=487)
	%	%	%	%	%	%	%	%	%	%	%	%
Reading	<1	1	<1	3	4	5	22	20	26	75	75	69
Mathematics	<1	<1	1	4	3	6	21	22	24	74	75	69
Science	1	2	3	9	7	8	31	24	32	60	67	58
History/Social Studies	2	3	3	14	10	10	28	29	31	57	58	55

Table 1F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)
	%	%	%	%	%	%	%	%
Reading	<1	<1	<1	1	5	2	3	6
Mathematics	<1	<1	1	1	5	4	4	6
Science	1	2	3	3	7	6	12	8
History/Social Studies	1	3	5	5	11	7	14	12

Question 1 (continued)

Percentage of principals reporting to what extent they use content standards to guide curriculum and instruction in four subject areas, by school characteristics

Table 1F - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)	0-34.9% (N=401)	35-49.9% (N=198)	50-74.9% (N=320)	75-100% (N=316)
	%	%	%	%	%	%	%	%
Reading	23	29	22	16	71	68	75	77
Mathematics	24	26	19	17	71	70	75	76
Science	29	33	29	28	63	59	56	62
History/Social Studies	30	33	30	24	58	57	51	59

Table 1G - School Size

	Not at All				Small Extent			
	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)
	%	%	%	%	%	%	%	%
Reading	<1	<1	<1	1	7	4	3	2
Mathematics[b]	1	<1	1	0	8	4	3	1
Science	4	2	2	<1	9	8	8	4
History/Social Studies	5	2	2	<1	13	12	9	5

Table 1G - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)	Less than 300 (N=172)	300-499 (N=292)	500-999 (N=490)	1,000 or more (N=295)
	%	%	%	%	%	%	%	%
Reading	29	20	21	25	63	75	76	72
Mathematics[b]	26	19	22	24	64	76	74	75
Science	33	29	28	26	55	61	62	70
History/Social Studies	31	29	30	29	51	56	58	65

Question 2

Percentage of principals reporting to what extent content standards for any subject have changed in the last year, by school characteristics

Table 2A - Title I Status[b]

	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)
	%	%	%
Not at all	9	9	10
Small extent	24	23	24
Moderate extent	42	45	39
Great extent	25	23	27
No content standards	<1	0	<1

Table 2B - School Type[b]

	Non-Title I (N=478)	SW (N=439)	TA (N=320)
	%	%	%
Not at all	9	12	8
Small extent	23	17	29
Moderate extent	45	44	36
Great extent	23	27	27
No content standards	0	1	<1

Table 2C - Minority Enrollment[a]

	0-49.9% (N=599)	50-79.9% (N=339)	80-100% (N=299)
	%	%	%
Not at all	7	12	13*
Small extent	25	18	24
Moderate extent	45	40	32*
Great extent	23	29	29
No content standards	<1	<1	1

Question 2 (continued)

Percentage of principals reporting to what extent content standards for any subject have changed in the last year, by school characteristics

Table 2D - School Level[b]

	Elementary (N=540)	Middle (N=329)	High (N=313)
	%	%	%
Not at all	10	6	10
Small extent	23	25	24
Moderate extent	40	44	47
Great extent	27	24	19
No content standards	<1	<1	0

Table 2E - Metropolitan Status

	Central City of MSA (N=413)	MSA not Central City (N=341)	Not MSA (N=483)
	%	%	%
Not at all	9	10	9
Small extent	24	16	28
Moderate extent	42	44	40
Great extent	24	30	23
No content standards	<1	<1	<1

Table 2F - Poverty Level[b]

	0-34.9% (N=397)	35-49.9% (N=200)	50-74.9% (N=316)	75-100% (N=311)
	%	%	%	%
Not at all	7	9	11	16
Small extent	24	29	18	24
Moderate extent	47	38	40	33
Great extent	22	24	32	26
No content standards	0	<1	0	1

Question 2 (continued)

Percentage of principals reporting to what extent content standards for any subject have changed in the last year, by school characteristics

Table 2G - School Size[b]

	Less than 300 (N=172)	300-499 (N=291)	500-999 (N=480)	1,000 or more (N=294)
	%	%	%	%
Not at all	8	13	7	8
Small extent	27	25	21	23
Moderate extent	43	41	41	46
Great extent	22	21	31	23
No content standards	0	<1	<1	0

Question 3

Percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)	All schools (N=1234)	Non-Title I (N=476)	Title I (N=758)
	%	%	%	%	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	42	40	44	37	38	37	17	19	16	3	3	3
Inadequacy of parent involvement	21	26*	17	33	36	30	33	29*	36	13	9*	17
Outdated technology	28	30	27	36	35	37	26	26	26	9	10	9
High student mobility	26	34*	20	39	38	39	24	22	25	12	6*	17
Diversity of student populations	33	38*	29	39	41	37	22	17*	25	7	5*	8
Language barriers	55	59	53	31	33	29	9	7*	11	5	1*	7
Assessments that are not aligned with curriculum/standards	28	28	27	35	35	36	26	25	27	11	13	10

Table 3B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=440)	TA (N=318)	Non-Title I (N=476)	SW (N=440)	TA (N=318)	Non-Title I (N=476)	SW (N=440)	TA (N=318)	Non-Title I (N=476)	SW (N=440)	TA (N=318)
	%	%	%	%	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	40	46	42	38	32	41	19	19	14	3	4	3
Inadequacy of parent involvement	26*	12*	22	36	29	31	29*	37	34	9*	21*	13
Outdated technology	30	21	32	35	40	35	26	26	26	10	12	6
High student mobility	34*	10*	28	38	38	39	22	29*	21	6*	22*	12*
Diversity of student populations	38*	26	31	41	36	38	17*	29*	22	5	8	9*
Language barriers	59*	46*	58	33	27	31	7*	17*	7	1*	10*	5*
Assessments that are not aligned with curriculum/standards	28	28	27	35	35	36	25	27	27	13	9	11

Question 3 (continued)

Percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=596)	50-79.9% (N=337)	80-100% (N=301)	0-49.9% (N=596)	50-79.9% (N=337)	80-100% (N=301)	0-49.9% (N=596)	50-79.9% (N=337)	80-100% (N=301)	0-49.9% (N=596)	50-79.9% (N=337)	80-100% (N=301)
	%	%	%	%	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	41	46	40	40	33	31	16	17	25	3	4	4
Inadequacy of parent involvement	26*	8*	18	37	30*	20*	29*	40	39*	8*	23	22*
Outdated technology	33*	21	20*	34	40	39	25	27	31	9	12	10
High student mobility	32*	13	15*	40	38	36	21*	30	27	8*	19	22*
Diversity of student populations	35*	24	33	41	37	32*	18*	27	28*	5*	13*	7
Language barriers	59*	47	51	33	29	22*	6*	15	16*	2*	9	11*
Assessments that are not aligned with curriculum/standards	27	25	31	35	40	31	27	25	24	11	10	13

Table 3D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=539)	Middle (N=327)	High (N=312)	Elementary (N=539)	Middle (N=327)	High (N=312)	Elementary (N=539)	Middle (N=327)	High (N=312)	Elementary (N=539)	Middle (N=327)	High (N=312)
	%	%	%	%	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	44	44*	32*	37	38	40	16	16	21	2	2*	8*
Inadequacy of parent involvement	22	18	21	33	30	34	31	37	35	14	15	10
Outdated technology	30	26	27	36	35	38	26	25	27	9	13	8
High student mobility	24	27	30	39	33	42	24	25	20	13	15	8
Diversity of student populations	32	28*	41*	37	41	41	23	23*	14*	8	8*	4*
Language barriers	53	50*	65*	30	38*	27	11	8*	5*	6	4	2*
Assessments that are not aligned with curriculum/standards	28	30	24	35	37	34	26	22	33	12	11	9

Question 3 (continued)

Percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=412)	MSA not Central City (N=338)	Not MSA (N=484)	Central City of MSA (N=412)	MSA not Central City (N=338)	Not MSA (N=484)	Central City of MSA (N=412)	MSA not Central City (N=338)	Not MSA (N=484)	Central City of MSA (N=412)	MSA not Central City (N=338)	Not MSA (N=484)
	%	%	%	%	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	43	47	38	35	34	41	18	16	17	4	2	4
Inadequacy of parent involvement	12*	31*	20*	31	32	34	36*	27	35	21*	10	11*
Outdated technology	25	34	27	34	38	37	28	22	28	14	6	9
High student mobility	14*	32	28*	30	37	45*	36*	19	19*	21*	12	7*
Diversity of student populations	29	33	35	36	39	40	24	21	20	10	7	5
Language barriers	41	48*	69*	34	37*	24*	17*	10*	5*	8	5*	2*
Assessments that are not aligned with curriculum/standards	27	23*	31	37	35	34	20*	29	27*	16	13	7*

Question 3 (continued)

Percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)
	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	41	40	44	47	39	45	36	27
Inadequacy of parent involvement	33*+	12	7	12*	38+	32+	28	20*
Outdated technology	33+	31*	19	22*	36	31	42	36
High student mobility	38*+	21+	14	6*	41	35	36	38
Diversity of student populations	40*+	27	24	26*	42	38	34	36
Language barriers[a]	62+	56*	44	48*	33	32	30*	22*
Assessments that are not aligned with curriculum/standards	28	27	23	33	36	35	40	29

Table 3F - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)	0-34.9% (N=395)	35-49.9% (N=199)	50-74.9% (N=313)	75-100% (N=313)
	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	16	13	18	22	4	2	2	4
Inadequacy of parent involvement	24*+	44	42	39*	5*+	12*+	23	29*
Outdated technology	23	29	28	29	8	9	11	13
High student mobility	16*+	32	31	30*	5*+	12+	19	25*
Diversity of student populations	14*+	29	27	30*	4+	6*	15	8
Language barriers[a]	4+	9	16	18*	1+	4*+	10	12*
Assessments that are not aligned with curriculum/standards	25	27	27	26	11	11	9	12

Question 3 (continued)

Percentage of principals reporting to what extent the following are barriers to applying high standards, by school characteristics

Table 3G - School Size

	Not at All				Small Extent			
	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)
	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	35	45	44	44	42	35	37	34
Inadequacy of parent involvement	20	21	21	23	40	29	32	33
Outdated technology	26	31	28	25	42	31	38	32
High student mobility	28	22	27	25	44	37	38	36
Diversity of student populations	39	34	30	24	37	36	42	40
Language barriers	72*+	53+	53*	38*	22*	34	31*	41*
Assessments that are not aligned with curriculum/standards	30	28	26	26	33	38	35	34

Table 3G - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)	Less than 300 (N=168)	300-499 (N=291)	500-999 (N=482)	1000 or more (N=293)
	%	%	%	%	%	%	%	%
Inadequacy of guidance on what standards to use	18	17	17	20	6	4	2	3
Inadequacy of parent involvement	31	34	34	30	9	15	14	14
Outdated technology	25	29	23	32	7	8	11	11
High student mobility	22	26	23	22	7	14	12	17
Diversity of student populations	20	22	21	27	4	8	7	9
Language barriers	5+	8*+	12	15*	2*	6	4	7*
Assessments that are not aligned with curriculum/standards	30	23	26	27	7	11	13	13

Question 4

Percentage of principals reporting to what extent they use written standards to assess teacher quality or professional development, by school characteristics

Table 4A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)	All Schools (N=1,237)	Non-Title I (N=478)	Title I (N=759)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	15	16	14	14	15	14	34	37	32	36	31	40
The quality of professional development	17	16	17	23	25	21	40	39	40	21	20	21

Table 4B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=478)	SW (N=443)	TA (N=316)	Non-Title I (N=478)	SW (N=443)	TA (N=316)	Non-Title I (N=478)	SW (N=443)	TA (N=316)	Non-Title I (N=478)	SW (N=443)	TA (N=316)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	16	12	16	15	13	14	37	34	31	31	41	39
The quality of professional development	16	15	18	25	20	23	39	39	42	20	26	17

Table 4C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=595)	50-79.9% (N=341)	80-100% (N=301)	0-49.9% (N=595)	50-79.9% (N=341)	80-100% (N=301)	0-49.9% (N=595)	50-79.9% (N=341)	80-100% (N=301)	0-49.9% (N=595)	50-79.9% (N=341)	80-100% (N=301)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	15	12	20	15	17	7	35	32	36	35	38	36
The quality of professional development	16	15	21	25	19	19	41	40	37	18	26	23

Question 4 (continued)

Percentage of principals reporting to what extent they use written standards to assess teacher quality or professional development, by school characteristics

Table 4D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=542)	Middle (N=326)	High (N=315)	Elementary (N=542)	Middle (N=326)	High (N=315)	Elementary (N=542)	Middle (N=326)	High (N=315)	Elementary (N=542)	Middle (N=326)	High (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	15	15	19	16	7	16	33	38	34	37	40	31
The quality of professional development	18	14	15	23	23	25	39	39	42	21	24	18

Table 4E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)	Central City of MSA (N=415)	MSA not Central City (N=341)	Not MSA (N=481)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	12	16	16	14	16	14	36	32	35	38	36	36
The quality of professional development	17	16	17	16	26	25	42	39	39	25	19	19

Table 4F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)
	%	%	%	%	%	%	%	%
Teacher quality	16	10	12	18	15	14	17	10
The quality of professional development	16	14	16	20	25	26	19	17

Question 4 (continued)

Percentage of principals reporting to what extent they use written standards to assess teacher quality or professional development, by school characteristics

Table 4F - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)	0-34.9% (N=397)	35-49.9% (N=197)	50-74.9% (N=316)	75-100% (N=313)
	%	%	%	%	%	%	%	%
Teacher quality	34	38	33	33	35	38	38	39
The quality of professional development	39	43	42	37	20	17	23	26

Table 4G - School Size

	Not at All				Small Extent			
	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)
	%	%	%	%	%	%	%	%
Teacher quality	18	14	15	15	14	15	14	15
The quality of professional development	19	17	16	13	29	22	21	18

Table 4G - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)	Less than 300 (N=169)	300-499 (N=291)	500-999 (N=482)	1,000 or more (N=295)
	%	%	%	%	%	%	%	%
Teacher quality	42	31	33	33	27	40	38	37
The quality of professional development	34	37	43	48	18	23	20	21

Question 5

Percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5A - Title I Status

	All Schools (N=1,093)	Non-Title I (N=421)	Title I (N=672)
	%	%	%
Teacher quality			
School	34	35	33
School district	83	84	82
State	49	53	47
National association	8	7	10
Professional development activities			
School	51	50	52
School district	85	89*	82
State	38	40	36
National association	7	7	7

Table 5B - School Type

	Non-Title I (N=421)	SW (N=399)	TA (N=273)
	%	%	%
Teacher quality			
School	35	34	32
School district	84	79	85
State	53	57*	38*
National association	7	8	11
Professional development activities			
School	50	57	47
School district	89*	82	83*
State	40	46*	28*
National association	7	8	5

Question 5 (continued)

Percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5C - Minority Enrollment

	0-49.9% (N=527)	50-79.9% (N=309)	80-100% (N=257)
Teacher quality	%	%	%
School	35	32	30
School district	83	83	82
State	46	55	56
National association	9	5	8
Professional development activities			
School	50	53	53
School district	85	88	82
State	36	42	41
National association	7	7	7

Table 5D - School Level

	Elementary (N=468)	Middle (N=295)	High (N=278)
Teacher quality	%	%	%
School	34	30	39
School district	83	81	84
State	46	54	53
National association	10	6	7
Professional development activities			
School	51	49	55
School district	85	85	86
State	36	39	43
National association	8	5	5

Question 5 (continued)

Percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5E - Metropolitan Status

	Central City of MSA (N=367)	MSA not Central City (N=297)	Not MSA (N=429)
Teacher quality	%	%	%
School	35	33	34
School district	88	87*	77*
State	48	45	53
National association	9	7	8
Professional development activities			
School	60*	50	47*
School district	86	88	83
State	34	36	41
National association	8	6	6

Table 5F - Poverty Level

	0-34.9% (N=347)	35-49.9% (N=182)	50-74.9% (N=284)	75-100% (N=271)
Teacher quality	%	%	%	%
School	35	33	32	34
School district	85	79	83	81
State	42*+	54	54	59*
National association	9	10	5	10
Professional development activities				
School	51	45	52	57
School district	86	85	86	83
State	36	35	43	41
National association	6	7	7	9

Question 5 (continued)

Percentage of principals reporting who developed standards for assessing teacher quality and professional development activities, by school characteristics

Table 5G - School Size

	Less than 300 (N=149)	300-499 (N=253)	500-999 (N=435)	1,000 or more (N=256)
Teacher quality	%	%	%	%
School	31	32	35	42
School district	80	80	85	88
State	46	46	51	59
National association	8	10	8	7
Professional development activities				
School	40+	48+	56	63*
School district	78+	87	88	85
State	45	33	37	42
National association	2*+	10	7	6*

Question 6

Percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6A - Title I Status

	All Schools (N=1,037)	Non-Title I (N=415)	Title I (N=658)
	%	%	%
Teacher quality[a]			
Not at all	12	14	11
Small extent	22	21	22
Moderate extent	32	31	33
Great extent	33	33	33
Student standards not established	1	1	1
The quality of professional development			
Not at all	7	9	6
Small extent	17	19	16
Moderate extent	34	33	35
Great extent	40	37	42
Student standards not established	2	2	2

Table 6B - School Type

	Non-Title I (N=415)	SW (N=396)	TA (N=262)
	%	%	%
Teacher quality[a]			
Not at all	14	8	13
Small extent	21	23	21
Moderate extent	31	30	36
Great extent	33	38	28
Student standards not established	1	1	2
The quality of professional development[a]			
Not at all	9	5	7
Small extent	19	16	16
Moderate extent	33	31	38
Great extent	37	48	37
Student standards not established	2	1	2

Question 6 (continued)

Percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6C - Minority Enrollment

	0-49.9% (N=513)	50-79.9% (N=305)	80-100% (N=255)
Teacher quality[a]	%	%	%
Not at all	12	13	10
Small extent	23	23	15
Moderate extent	32	31	35
Great extent	31	22	39
Student standards not established	1	<1	1
The quality of professional development[a]			
Not at all	7	7	10
Small extent	18	17	13
Moderate extent	34	36	31
Great extent	39	40	45
Student standards not established	2	<1	2

Table 6D - School Level

	Elementary (N=459)	Middle (N=290)	High (N=273)
Teacher quality[a]	%	%	%
Not at all	12	12	13
Small extent	23	21	23
Moderate extent	30	37	32
Great extent	34	30	32
Student standards not established	1	1	1
The quality of professional development[a]			
Not at all	6	6	10
Small extent	18	15	18
Moderate extent	31	39	37
Great extent	42	38	34
Student standards not established	2	2	1

Question 6 (continued)

Percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6E - Metropolitan Status

	Central City of MSA (N=363)	MSA not Central City (N=295)	Not MSA (N=415)
	%	%	%
Teacher quality[a]			
Not at all	12	10	13
Small extent	22	25	19
Moderate extent	27	34	34
Great extent	38	38	32
Student standards not established	<1	2	1
The quality of professional development[a]			
Not at all	7	6	8
Small extent	18	15	18
Moderate extent	30	38	34
Great extent	44	39	38
Student standards not established	1	2	2

Table 6F - Poverty Level

	0-34.9% (N=339)	35-49.9% (N=177)	50-74.9% (N=280)	75-100% (N=268)
	%	%	%	%
Teacher quality[b]				
Not at all	12	13	13	8
Small extent	22	24	21	21
Moderate extent	31	37	35	29
Great extent	34	26	31	42
Student standards not established	2	0	<1	1
The quality of professional development[b]				
Not at all	7	8	6	6
Small extent	17	20	16	18
Moderate extent	33	34	37	32
Great extent	40	38	40	43
Student standards not established	3	0	<1	2

Question 6 (continued)

Percentage of principals reporting to what extent standards for teacher quality and for professional development are linked to student content and performance standards, by school characteristics

Table 6G - School Size

	Less than 300 (N=143)	300-499 (N=250)	500-999 (N=427)	1,000 or more (N=253)
	%	%	%	%
Teacher quality[a]				
Not at all	11	14	11	11
Small extent	23	21	23	19
Moderate extent	35	29	32	36
Great extent	29	37	33	33
Student standards not established	2	1	1	1
The quality of professional development[a]				
Not at all	7	10	6	6
Small extent	23	19	15	11
Moderate extent	34	27	38	42
Great extent	33	43	41	40
Student standards not established	3	1	1	1

Question 7

Percentage of principals reporting when standards for teacher quality and professional development were last revised, by school characteristics

Table 7A - Title I Status

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)	All Schools (N=1,072)	Non-Title I (N=412)	Title I (N=660)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	32	31	33	23	23	24	24	25	23	20	21	19
The quality of professional development	36	33	38	25	23	26	14	15	14	25	30	23

Table 7B - School Type

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	Non-Title I (N=412)	SW (N=394)	TA (N=266)	Non-Title I (N=412)	SW (N=394)	TA (N=266)	Non-Title I (N=412)	SW (N=394)	TA (N=266)	Non-Title I (N=412)	SW (N=394)	TA (N=266)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	31	39	29	23	23	24	25	18	28	21	20	19
The quality of professional development	33	42	34	23	24	28	15	13	15	30	22	23

Table 7C - Minority Enrollment

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)	0-49.9% (N=513)	50-79.9% (N=304)	80-100% (N=255)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	29*	37	39*	25	23	18	27	21	16*	19	19	27
The quality of professional development	34	41	36	25	26	20	15	14	11	26	19	33

Question 7 (continued)

Percentage of principals reporting when standards for teacher quality and professional development were last revised, by school characteristics

Table 7D - School Level

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	Elementary (N=459)	Middle (N=289)	High (N=273)	Elementary (N=459)	Middle (N=289)	High (N=273)	Elementary (N=459)	Middle (N=289)	High (N=273)	Elementary (N=459)	Middle (N=289)	High (N=273)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	31	34	32	23	25	23	24	27	25	22	14	20
The quality of professional development	33	39	38	25	24	25	15	13	13	26	22	26

Table 7E - Metropolitan Status

	Last Year			2-3 Years Ago			More Than 3 Years Ago			Don't Know		
	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)	Central City of MSA (N=362)	MSA not Central City (N=292)	Not MSA (N=418)
	%	%	%	%	%	%	%	%	%	%	%	%
Teacher quality	36	32	30	21	21	27	22	27	24	21	20	19
The quality of professional development	36	34	37	24	25	25	14	16	13	26	25	25

Table 7F - Poverty Level

	Last Year				2-3 Years Ago			
	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)
	%	%	%	%	%	%	%	%
Teacher quality	29	35	34	40	23	26	23	21
The quality of professional development	34	33	37	42	26	25	27	18

Question 7 (continued)

Percentage of principals reporting when standards for teacher quality and professional development were last revised, by school characteristics

Table 7F - Poverty Level (continued)

	More Than 3 Years Ago				Don't Know			
	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)	0-34.9% (N=337)	35-49.9% (N=179)	50-74.9% (N=279)	75-100% (N=268)
	%	%	%	%	%	%	%	%
Teacher quality	28	23	24	13	20	16	19	26
The quality of professional development	14	14	17	11	26	28	20	30

Table 7G - School Size

	Last Year				2-3 Years Ago			
	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)
	%	%	%	%	%	%	%	%
Teacher quality	32	30	34	34	28	22	22	25
The quality of professional development	37	31	37	40	27	29	21	21

Table 7G - School Size (continued)

	More Than 3 Years Ago				Don't Know			
	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)	Less than 300 (N=146)	300-499 (N=249)	500-999 (N=423)	1,000 or more (N=254)
	%	%	%	%	%	%	%	%
Teacher quality	20	30	22	24	20	19	21	17
The quality of professional development	9	17	15	17	27	24	27	23

Question 8

Percentage of principals reporting performance levels for student achievement results in reading, by school characteristics

Table 8RA - Title I Status

	All Schools (N=1257)	Non-Title I (N=484)	Title I (N=773)
	%	%	%
Performance levels reported (1-6)	29	25*	32
No performance levels reported	71	75*	68

Table 8RB - School Type

	Non-Title I (N=484)	SW (N=448)	TA (N=325)
	%	%	%
Performance levels reported (1-6)	25	33	32
No performance levels reported	75	67	68

Table 8RC - Minority Enrollment

	0-49.9% (N=603)	50-79.9% (N=346)	80-100% (N=308)
	%	%	%
Performance levels reported (1-6)	30	30	26
No performance levels reported	70	70	74

Table 8RD - School Level

	Elementary (N=549)	Middle (N=335)	High (N=315)
	%	%	%
Performance levels reported (1-6)	34	27*	18*
No performance levels reported	66	73*	82*

Question 8 (continued)

Percentage of principals reporting performance levels for student achievement results in reading, by school characteristics

Table 8RE - Metropolitan Status

	Central City of MSA (N=420)	MSA not Central City (N=348)	Not MSA (N=489)
	%	%	%
Performance levels reported (1-6)	29	31	28
No performance levels reported	71	69	72

Table 8RF - Poverty Level

	0-34.9% (N=401)	35-49.9% (N=202)	50-74.9% (N=320)	75-100% (N=320)
	%	%	%	%
Performance levels reported (1-6)	32	23	29	27
No performance levels reported	68	77	71	73

Table 8RG - School Size

	Less than 300 (N=172)	300-499 (N=293)	500-999 (N=496)	1,000 or more (N=296)
	%	%	%	%
Performance levels reported (1-6)	25*	39*+	26	22
No performance levels reported	75*	61*+	74	78

Question 8 (continued)

Percentage of principals reporting performance levels for student achievement results in mathematics, by school characteristics

Table 8MA - Title I Status

	All Schools (N=1257)	Non-Title I (N=484)	Title I (N=773)
	%	%	%
Performance levels reported (1-6)	27	25	29
No performance levels reported	73	75	71

Table 8MB - School Type

	Non-Title I (N=484)	SW (N=448)	TA (N=325)
	%	%	%
Performance levels reported (1-6)	25	30	29
No performance levels reported	75	70	71

Table 8MC - Minority Enrollment

	0-49.9% (N=603)	50-79.9% (N=346)	80-100% (N=308)
	%	%	%
Performance levels reported (1-6)	29	25	24
No performance levels reported	71	75	76

Table 8MD - School Level

	Elementary (N=549)	Middle (N=335)	High (N=315)
	%	%	%
Performance levels reported (1-6)	31	27*	19*
No performance levels reported	69	73*	82*

Question 8 (continued)

Percentage of principals reporting performance levels for student achievement results in mathematics, by school characteristics

Table 8ME - Metropolitan Status

	Central City Of MSA (N=420)	MSA not Central City (N=348)	Not MSA (N=489)
	%	%	%
Performance levels reported (1-6)	27	31	25
No performance levels reported	73	69	75

Table 8MF - Poverty Level

	0-34.9% (N=401)	35-49.9% (N=202)	50-74.9% (N=320)	75-100% (N=320)
	%	%	%	%
Performance levels reported (1-6)	31	24	24	24
No performance levels reported	69	76	76	76

Table 8MG - School Size

	Less than 300 (N=172)	300-499 (N=293)	500-999 (N=496)	1,000 or more (N=296)
	%	%	%	%
Performance levels reported (1-6)	23*	35*+	25	21
No performance levels reported	77*	65*+	75	79

Question 9

Percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9A - Title I Status

	All Schools (N=1,203)	Non-Title I (N=459)	Title I (N=744)
	%	%	%
Student achievement results in reading are disaggregated	62	54*	67
Gender	70	75	67
Race/ethnicity	64	68	62
Title I participation	50	26*	63
Migrant status	22	14*	26
Poverty status	42	37	44
Limited English proficiency (LEP)	50	50	50
Disabling condition	52	56	50

Table 9B - School Type

	Non-Title I (N=459)	SW (N=432)	TA (N=312)
	%	%	%
Student achievement results in reading are disaggregated	54*	70	65*
Gender	75	70	64
Race/ethnicity	68	70*	54*
Title I participation	26*	64	63*
Migrant status	14*	30	23
Poverty status	37*	55*	35
Limited English proficiency (LEP)	50	58*	44
Disabling condition	56	54	45

Question 9 (continued)

Percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9C - Minority Enrollment

	0-49.9% (N=573)	50-79.9% (N=333)	80-100% (N=297)
	%	%	%
Student achievement results in reading are disaggregated	58*	70	64
Gender	71	74	62
Race/ethnicity	62	69	65
Title I participation	42*	60	65*
Migrant status	18*	26	33*
Poverty status	38*	47	47
Limited English proficiency (LEP)	46	49*	67*
Disabling condition	53	47	56

Table 9D - School Level

	Elementary (N=532)	Middle (N=322)	High (N=296)
	%	%	%
Student achievement results in reading are disaggregated	63	64*	53*
Gender	70	64	80
Race/ethnicity	63	66	63
Title I participation	54	49*	31*
Migrant status	23	22	15
Poverty status	42	39	44
Limited English proficiency (LEP)	52	52	40
Disabling condition	51	52	54

Question 9 (continued)

Percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9E - Metropolitan Status

	Central City of MSA (N=404)	MSA not Central City (N=330)	Not MSA (N=469)
	%	%	%
Student achievement results in reading are disaggregated	72*	60	56*
Gender	69	66	73
Race/ethnicity	74*	58	61*
Title I participation	52	42	53
Migrant status	21	21	24
Poverty status	47	33	44
Limited English proficiency (LEP)	52*	69*	35*
Disabling condition	44	55	55

Table 9F - Poverty Level

	0-34.9% (N=376)	35-49.9% (N=197)	50-74.9% (N=309)	75-100% (N=307)
	%	%	%	%
Student achievement results in reading are disaggregated	55*	68	73	66*
Gender	69	71	74	65
Race/ethnicity	58	66	69	70
Title I participation	37*+	56	57*	67*
Migrant status	16+	23	26	32*
Poverty status	34+	46	45	51*
Limited English proficiency (LEP)	49	44	49	63
Disabling condition	58	44	47	53

Question 9 (continued)

Percentage of principals reporting disaggregated student achievement results in reading for various categories, by school characteristics

Table 9G - School Size

	Less than 300 (N=166)	300-499 (N=282)	500-999 (N=474)	1,000 or more (N=281)
	%	%	%	%
Student achievement results in reading are disaggregated	54	63	66	58
Gender	69	66	74	69
Race/ethnicity	51+	62+	70	73*
Title I participation	62	49+	48*	34*
Migrant status	18	23	24	21
Poverty status	42	40	43	42
Limited English proficiency (LEP)	25*+	49+	58*	70*
Disabling condition	55	53	48	55

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Question 10

Percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10A - Title I Status

	All Schools (N=1,192)	Non-Title I (N=458)	Title I (N=734)
	%	%	%
Student achievement results in mathematics are disaggregated	60	53*	65
Gender	70	75	67
Race/ethnicity	65	70	62
Title I participation	47	24*	60
Migrant status	22	13*	28
Poverty status	41	35*	45
Limited English proficiency (LEP)	50	48	52
Disabling condition	51	55	49

Table 10B - School Type

	Non-Title I (N=458)	SW (N=428)	TA (N=306)
	%	%	%
Student achievement results in mathematics are disaggregated	53*	67	63*
Gender	75	71	64
Race/ethnicity	70	70*	55*
Title I participation	24*	62	58*
Migrant status	13*	31	24*
Poverty status	35*	56*	35
Limited English proficiency (LEP)	48*	60*	44
Disabling condition	55	54	45

Question 10 (continued)

Percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10C - Minority Enrollment

	0-49.9% (N=568)	50-79.9% (N=331)	80-100% (N=293)
	%	%	%
Student achievement results in mathematics are disaggregated	57*	67	62
Gender	70	73	65
Race/ethnicity	63	70	67
Title I participation	37*	58	68*
Migrant status	17*	28	34*
Poverty status	37*	47	50*
Limited English proficiency (LEP)	46	49*	67*
Disabling condition	52	49	54

Table 10D - School Level

	Elementary (N=517)	Middle (N=324)	High (N=299)
	%	%	%
Student achievement results in mathematics are disaggregated	61	62	53
Gender	69	67	80
Race/ethnicity	63	68	69
Title I participation	51	47*	30*
Migrant status	23	23	18
Poverty status	41	40	42
Limited English proficiency (LEP)	53	48	42
Disabling condition	50	53	56

Question 10 (continued)

Percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10E - Metropolitan Status

	Central City of MSA (N=400)	MSA not Central City (N=328)	Not MSA (N=464)
	%	%	%
Student achievement results in mathematics are disaggregated	70*	59	55*
Gender	70	67	72
Race/ethnicity	74*	59	63
Title I participation	50	39	50
Migrant status	21	20	25
Poverty status	48*	32	43
Limited English proficiency (LEP)	51*	67*	38*
Disabling condition	45	54	54

Table 10F - Poverty Level

	0-34.9% (N=372)	35-49.9% (N=196)	50-74.9% (N=306)	75-100% (N=304)
	%	%	%	%
Student achievement results in mathematics are disaggregated	54*+	66	69	65*
Gender	69	72	73	67
Race/ethnicity	60	67	70	70
Title I participation	31*+	55	55*	68*
Migrant status	15*+	24	27	33*
Poverty status	34+	44	45	55*
Limited English proficiency (LEP)	49	44	49	63
Disabling condition	58*	40	49	52

Question 10 (continued)

Percentage of principals reporting disaggregated student achievement results in mathematics for various categories, by school characteristics

Table 10G - School Size

	Less than 300 (N=163)	300-499 (N=274)	500-999 (N=472)	1,000 or more (N=283)
	%	%	%	%
Student achievement results in mathematics are disaggregated	54	61	63	56
Gender	67	66	75	70
Race/ethnicity	54	62	71	72
Title I participation	58	47+	45*	30*
Migrant status	20	22	24	21
Poverty status	39	40	44	41
Limited English proficiency (LEP)	33+	48+	56*	68*
Disabling condition	52	53	49	56

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Question 11

Percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11A - Title I Status

	All schools (N=703)	Non-Title I (N=235)	Title I (N=468)
	%	%	%
Racial/ethnic minorities	47	52	44
Females	11	10	12
Males	22	20	23
Title I participation	31	14*	41
Migrant students	8	8	9
Students in poverty	46	41	48
LEP students	28	27	29
Students with disabilities	41	43	40

Table 11B - School Type

	Non-Title I schools (N=235)	SW (N=288)	TA (N=180)
	%	%	%
Racial/ethnic minorities	52	55*	34*
Females	10	12	11
Males	20	23	22
Title I participation	14*	37	45*
Migrant students	8	10	7
Students in poverty	41*	57*	40
LEP students	27	33	26
Students with disabilities	43	36	44

Question 11 (continued)

Percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11C - Minority Enrollment

	0-49.9% (N=420)	50-79.9% (N=257)	80-100% (N=201)
	%	%	%
Racial/ethnic minorities	42*	57	49
Females	10	12	12
Males	20	27	20
Title I participation	28	33	40
Migrant students	9	7	9
Students in poverty	40*	57	49
LEP students	23	30	43*
Students with disabilities	45	35	37

Table 11D - School Level

	Elementary (N=321)	Middle (N=211)	High (N=144)
	%	%	%
Racial/ethnic minorities	47	48	47
Females	11	8	16
Males	23	17	21
Title I participation	35	27	21*
Migrant students	10	5	5
Students in poverty	45	41	50
LEP students	29	27	31
Students with disabilities	41	40	43

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Question 11 (continued)

Percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11E - Metropolitan Status

	Central City of MSA (N=279)	MSA not Central City (N=195)	Not MSA (N=229)
	%	%	%
Racial/ethnic minorities	58*	43	41*
Females	12	9	12
Males	24	18	22
Title I participation	29	27	36
Migrant students	7	5	12
Students in poverty	53*	31*	51
LEP students	33	40*	15*
Students with disabilities	34	45	44

Table 11F - Poverty Level

	0-34.9% (N=183)	35-49.9% (N=117)	50-74.9% (N=201)	75-100% (N=201)
	%	%	%	%
Racial/ethnic minorities	39+	49	57	51*
Females	10	13	12	11
Males	18	23	28	21
Title I participation	23*	41	32	39*
Migrant students	7	12	8	10
Students in poverty	36*+	48	56	54*
LEP students	26	23	31	37
Students with disabilities	52	32	33	35

Question 11 (continued)

Percentage of principals reporting categories for which student achievement is in the greatest need of improvement, by school characteristics

Table 11G - School Size

	Less than 300 (N=81)	300-499 (N=165)	500-999 (N=289)	1,000 or more (N=168)
	%	%	%	%
Racial/ethnic minorities	33*+	49	49	58*
Females	15	11	10	9
Males	23	22	23	12
Title I participation	32	31	32	25
Migrant students	7	12	6	8
Students in poverty	52	46	41	48
LEP students	17+	21*+	33*	54*
Students with disabilities	49	42	36	45

Question 12A

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AA - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	3	2	3	11	13	10	37	39	35	49	45	52
Professional development to enable staff to teach the content students are expected to learn*	2	1	1	13	12	14	45	53*	39	41	35*	45
Instructional materials such as textbooks that expose students to the content they are expected to learn	<1	1	<1	9	9	10	39	40	39	51	50	52
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	8	5	10	30	29	30	36	38	34	27	27	27
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	3	2	3	26	27	25	44	48	41	28	24	31
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	<1	<1	<1	11	13	10	48	46	49	41	41	41

** Among schools with these students enrolled

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AA - Title I Status (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)	All Schools (N=1,232)	Non-Title I (N=476)	Title I (N=756)
	%	%	%	%	%	%	%	%	%	%	%	%
Assessments that measure performance against the content students are expected to learn	2	3	2	18	20	17	45	45	45	35	33	37
Assessments that are used for school accountability and continuous improvement	2	3	1	17	16	18	40	45	37	41	37	44
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3	4	3	39	46*	34	43	38*	47	14	13	16
Restructuring the school day to teach content in more depth	19	19	19	31	32	31	31	31	32	18	18	18
Extending the school day to provide for more instructional time	52	54	51	24	26	22	15	13	17	9	7	10
Extending the school year to provide for more instructional time	63	68*	59	19	20	18	13	10*	15	5	3*	8
Staff participation in professional networks focused on standards-based reforms	17	17	17	39	40	38	34	35	33	10	8	12

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AB - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance[a]	2	1*	5	13*	6*	13	39	33	38	45*	61*	45
Professional development to enable staff to teach the content students are expected to learn[a]	1	<1	1	12	13	15	53*	38	41*	35*	49	42
Instructional materials such as textbooks that expose students to the content they are expected to learn	1	<1	<1	9	10	9	40	36	41	50	54	49
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	5*	13*	7	29	32	28	38	33	36	27	23	30
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	2	4	3	27	22	29	48	40	41	24	35	27
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	<1	0	<1	13	12	9	46	45	52	41	43	39
Assessments that measure performance against the content students are expected to learn	3	1	2	20	14	19	45	44	46	33	41	34
Assessments that are used for school accountability and continuous improvement	3	1	1	16	14	21	45*	34	39	37*	50*	39

** Among schools with these students enrolled

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Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AB - School Type (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)	Non-Title I (N=476)	SW (N=441)	TA (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	4	2	3	46*	35	34*	38*	46	49*	13*	18	14
Restructuring the school day to teach content in more depth	19	14*	23	32	26*	35	31	35	28	18	24*	14
Extending the school day to provide for more instructional time	54*	43*	58	26	23	21	13*	22*	13	7*	12	8
Extending the school year to provide for more instructional time	68*	54*	64	20	20	16	10*	16	14	3*	10*	5
Staff participation in professional networks focused on standards-based reforms	17	17	17	40	35	41	35	36	30	8	12	11

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AC - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance[a]	3	2	<1*	12	9	9	38	37	31	46	51	60*
Professional development to enable staff to teach the content students are expected to learn	1	1	<1	13	17	10	47	40	41	39	42	48
Instructional materials such as textbooks that expose students to the content they are expected to learn	1	<1	<1	10	9	9	39	43	36	51	48	55
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	5*	11	13*	28	31	35	38	37*	28*	29*	21	25
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**[a]	2	4	2	29*	21	18*	45	38	43	23*	36	37*
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	<1	<1	<1	11	13	13	48	45	49	42	41	38
Assessments that measure performance against the content students are expected to learn	2	2	2	16	18	23	46	48	37	35	32	38
Assessments that are used for school accountability and continuous improvement[a]	2	1	1	16	21	16	43*	34	35*	38	44	49*

** Among schools with these students enrolled

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AC - Minority Enrollment (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)	0-49.9% (N=591)	50-79.9% (N=342)	80-100% (N=299)
	%	%	%	%	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3	4	3	41	37	33	42	47	45	14	13	20
Restructuring the school day to teach content in more depth	20	19	16	35*	27	23*	29	34	36	16	19	25*
Extending the school day to provide for more instructional time	58*	46	38*	23	24	24	11*	23	22*	7	7*	17*
Extending the school year to provide for more instructional time	67*	56	56*	19	20	15	11*	17	17*	4	7	12*
Staff participation in professional networks focused on standards-based reforms	18	17	14	41	35	34	32	37	37	9	10	15

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AD - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=539)	Middle (N=331)	High (N=305)	Elementary (N=539)	Middle (N=331)	High (N=305)	Elementary (N=539)	Middle (N=331)	High (N=305)	Elementary (N=539)	Middle (N=331)	High (N=305)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	3*	1	3	11	11	14	33*	43	45*	54*	45	37*
Professional development to enable staff to teach the content students are expected to learn[a]	<1	1	2	14*	9*	17	39*	53	53*	46*	36*	28*
Instructional materials such as textbooks that expose students to the content they are expected to learn[b]	0	<1	2	9	9	11	37	43	44	54	47	43
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	11*	4	2*	32	27	23*	35	40	36	23	28*	39*
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	4	<1	2	25	25	33	42	51	42	30	24	23
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	0	0	1	12	7	13	44	49	54	43	44	32
Assessments that measure performance against the content students are expected to learn	2	1	3	16	20	22	46	42	47	36	36	29
Assessments that are used for school accountability and continuous improvement	2	1	3	17	18	18	40	40	43	42	40	37

** Among schools with these students enrolled

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Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AD - School Level (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=539)	Middle (N=331)	High (N=305)	Elementary (N=539)	Middle (N=331)	High (N=305)	Elementary (N=539)	Middle (N=331)	High (N=305)	Elementary (N=539)	Middle (N=331)	High (N=305)
	%	%	%	%	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	1	4	9*	31*	49	55*	49*	35	30*	18	12	6*
Restructuring the school day to teach content in more depth	20	17	21	32	35	26	32	28	30	16	20	22
Extending the school day to provide for more instructional time	53	51	53	22	26	25	16	15	13	9	8	9
Extending the school year to provide for more instructional time	63	63	64	17	22	24*	14	12	9	7*	3	3*
Staff participation in professional networks focused on standards-based reforms	19	18	10	39	41	37	32	32	43	10	9	9

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AE - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)
	%	%	%	%	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	1	2	4	6	11	15*	33	36	40	60	51*	42*
Professional development to enable staff to teach the content students are expected to learn[a]	<1	1	1	11	11	16	37	46	49*	52	43	34*
Instructional materials such as textbooks that expose students to the content they are expected to learn	<1	1	1	10	10	9	33	37	45	57	53	46
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	8	6	8	33	27	29	36	40	33	22	27	30
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	1	2	5	19	30	28	48	39	45	32	29	22
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	0	<1	<1	11	11	12	46	43	52	43	45	37
Assessments that measure performance against the content students are expected to learn	1	2	2	20	18	16	41	47	46	38	32	36
Assessments that are used for school accountability and continuous improvement	1	3	1	14	16	20	38	42	40	47	39	39

** Among schools with these students enrolled

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AE - Metropolitan Status (continued)

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N414=)	MSA not Central City (N=342)	Not MSA (N=476)	Central City of MSA (N=414)	MSA not Central City (N=342)	Not MSA (N=476)
	%	%	%	%	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	1	3	4*	35	37	43*	46	42	43	18	18*	10*
Restructuring the school day to teach content in more depth	19	20	19	25	36	32	33	29	31	24	14	17
Extending the school day to provide for more instructional time	42*	56	56*	25	23	23	20	14	14*	13	8	7*
Extending the school year to provide for more instructional time	58	65	64	19	19	18	15	11	13	8	5	5
Staff participation in professional networks focused on standards-based reforms	15	17	18	38	41	38	35	33	34	12	9	10

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	4	3	2	<1	12	14	10	7
Professional development to enable staff to teach the content students are expected to learn[a]	1	2	<1	<1	13	9*	19*	10
Instructional materials such as textbooks that expose students to the content they are expected to learn[b]	1	<1	0	<1	10	10	9	10
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	6	4*+	11	13*	26	31	33	35*
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**[a]	3	3	4	2	29	27	25*	14*
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	<1	<1	0	<1	10	11	15	10
Assessments that measure performance against the content students are expected to learn	3	2	1	2	19	13	18	19
Assessments that are used for school accountability and continuous improvement[a]	3+	1	<1	1	16	14	22	14

** Among schools with these students enrolled

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level (continued)

	Not at All				Small Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	3	3	3	2	39	43	39	31
Restructuring the school day to teach content in more depth	22*	13	20	15	35+	35+	26	24*
Extending the school day to provide for more instructional time	59+	55+	46	37*	25	22	24	21
Extending the school year to provide for more instructional time	70+	61	55	51*	19	20	19	18
Staff participation in professional networks focused on standards-based reforms	17	17	16	16	42	39	37	30

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	38	37	36	31	46	47	51	62
Professional development to enable staff to teach the content students are expected to learn[a]	51*+	39	38	38*	35*	49	42	52*
Instructional materials such as textbooks that expose students to the content they are expected to learn[b]	37	44	44	33	52	46	47	57
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	40	34	36*	25*	29+	31*	20	26
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**[a]	48	42	40	37	20+	28+	32*	47*
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	47	55	44	49	43	34	41	41
Assessments that measure performance against the content students are expected to learn	42	53	49	39	36	32	32	40
Assessments that are used for school accountability and continuous improvement[a]	45+	37	34	35*	35*	48	44	51*

** Among schools with these students enrolled

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AF - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)	0-34.9% (N=392)	35-49.9% (N=197)	50-74.9% (N=318)	75-100% (N=311)
	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	41	43	46	47	16	10	11	20
Restructuring the school day to teach content in more depth	29	32	34	35	15	20	20	26*
Extending the school day to provide for more instructional time	11+	12*+	22	25*	5*	11	8*	17*
Extending the school year to provide for more instructional time	9+	13	19	18*	3+	6+	6*	13*
Staff participation in professional networks focused on standards-based reforms	32	34	35	39	8	10	11	15

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size

	Not at All				Small Extent			
	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)
	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	5	3	1	2	14	12	9	9
Professional development to enable staff to teach the content students are expected to learn[a]	1	1	1	2	21*	8+	12	16
Instructional materials such as textbooks that expose students to the content they are expected to learn[b]	0	<1	<1	1	14	7	9	8
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	11	7	7	5	24	33	31	25
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	11	1	2	2	19	29	24	30
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	<1	0	<1	1	12	11	11	12
Assessments that measure performance against the content students are expected to learn	1	2	3	2	18	16	19	19
Assessments that are used for school accountability and continuous improvement	2	2	2	1	24	16	14	15

** Among schools with these students enrolled

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size (continued)

	Not at All				Small Extent			
	0-34.9% (N=163)	35-49.9% (N=285)	50-74.9% (N=490)	75-100% (N=294)	0-34.9% (N=163)	35-49.9% (N=285)	50-74.9% (N=490)	75-100% (N=294)
	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	2	3	3	5	42	35	39	45
Restructuring the school day to teach content in more depth	20	20	19	16	35	29	32	29
Extending the school day to provide for more instructional time	60	51	51	47	23	25	23	24
Extending the school year to provide for more instructional time	66	63	61	62	15	19	19	24
Staff participation in professional networks focused on standards-based reforms	18	17	18	11	38	39	39	38

Question 12A (continued)

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)
	%	%	%	%	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	42	31	39	36	39	53	51	53
Professional development to enable staff to teach the content students are expected to learn[a]	49	46	42	45	29*+	45	46	37
Instructional materials such as textbooks that expose students to the content they are expected to learn[b]	42	38	41	34	44	55	50	56
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	32	35	38	40	33	25	24	30
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	47	43	43	42	23	26	30	26
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**[b]	50	47	46	52	38	42	43	35
Assessments that measure performance against the content students are expected to learn	49	43	43	48	32	38	36	31
Assessments that are used for school accountability and continuous improvement	41	39	41	43	33	43	44	42

** Among schools with these students enrolled

Percentage of principals reporting to what extent they are implementing various reform strategies, by school characteristics

Table 12AG - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)	Less than 300 (N=163)	300-499 (N=285)	500-999 (N=490)	1,000 or more (N=294)
	%	%	%	%	%	%	%	%
Parent involvement activities that help parents work with their children to achieve to high levels of performance	42	47	42	40	14	15	16	10
Restructuring the school day to teach content in more depth	30	34	31	28	15	16	19	27
Extending the school day to provide for more instruction time	13	15	16	15	4	9	10	13
Extending the school year to provide for more instructional time	16	12	13	9	3	6	6	5
Staff participation in professional networks focused on standards-based reforms	34	32	33	41	10	12	9	10

Table 12AH - Limited-English Proficiency[b]

Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students	Not at all	Small extent	Moderate extent	Great extent
	%	%	%	%
LEP enrollment 0-9%	3	31	45	21
LEP enrollment 10-25%	0	12	35	53
LEP enrollment over 25%	0	11	36	53

Question 12B

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BA - Title I Status

	All Schools (N=878)	Non-Title I (N=333)	Title I (N=545)
	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	24	23	24
Professional development to enable staff to teach the content students are expected to learn	30	28	31
Instructional materials such as textbooks that expose students to the content they are expected to learn	12	11	13
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	42	46	39
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	17	17	17
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	9	12	8
Assessments that measure performance against the content students are expected to learn	28	33*	24
Assessments that are used for school accountability and continuous improvement	17	20	15
Parent involvement activities that help parents work with their children to achieve to high levels of performance	39	33*	43
Restructuring the school day to teach content in more depth	27	29	26
Extending the school day to provide for more instructional time	17	17	18
Extending the school year to provide for more instructional time	13	10	14
Staff participation in professional networks focused on standards-based reforms	24	24	24

** Among schools with these students enrolled

Question 12B (continued)

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BB - School Type

	Non-Title I Schools (N=333)	SW (N=313)	TA (N=232)
	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	23	21	26
Professional development to enable staff to teach the content students are expected to learn	28	27	34
Instructional materials such as textbooks that expose students to the content they are expected to learn	11	16	11
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	46	47*	34*
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	17	20	14
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	12	9	6
Assessments that measure performance against the content students are expected to learn	33*	19	27
Assessments that are used for school accountability and continuous improvement	20	17	13
Parent involvement activities that help parents work with their children to achieve to high levels of performance	33	44	42
Restructuring the school day to teach content in more depth	29	20	31
Extending the school day to provide for more instructional time	17	15	19
Extending the school year to provide for more instructional time	10	16	13
Staff participation in professional networks focused on standards-based reforms	24	22	26

** Among schools with these students enrolled

Question 12B (continued)

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BC - Minority Enrollment

	0-49.9% (N=420)	50-79.9% (N=257)	80-100% (N=201)
	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	24	22	26
Professional development to enable staff to teach the content students are expected to learn	30	29	31
Instructional materials such as textbooks that expose students to the content they are expected to learn	12	15	8
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	41	41	46
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	16	20	18
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	11	8	7
Assessments that measure performance against the content students are expected to learn	28	28	22
Assessments that are used for school accountability and continuous improvement	16	21	13
Parent involvement activities that help parents work with their children to achieve to high levels of performance	36	43	46
Restructuring the school day to teach content in more depth	30	23	22
Extending the school day to provide for more instructional time	18	15	16
Extending the school year to provide for more instructional time	12	12	16
Staff participation in professional networks focused on standards-based reforms	25	23	22

** Among schools with these students enrolled

Question 12B (continued)

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BD - School Level

	Elementary (N=395)	Middle (N=233)	High (N=208)
	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	23	23	27
Professional development to enable staff to teach the content students are expected to learn	28	33	29
Instructional materials such as textbooks that expose students to the content they are expected to learn	12	12	15
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	43	36	42
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	16	18	18
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	8	13	11
Assessments that measure performance against the content students are expected to learn	26	30	34
Assessments that are used for school accountability and continuous improvement	17	13	22
Parent involvement activities that help parents work with their children to achieve to high levels of performance	36	39	48
Restructuring the school day to teach content in more depth	30	27	20
Extending the school day to provide for more instructional time	21	14	9*
Extending the school year to provide for more instructional time	14	14	10
Staff participation in professional networks focused on standards-based reforms	24	27	21

** Among schools with these students enrolled

Question 12B (continued)

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BE - Metropolitan Status

	Central City of MSA (N=291)	MSA not Central City (N=245)	Not MSA (N=342)
	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	23	20	26
Professional development to enable staff to teach the content students are expected to learn	29	26	32
Instructional materials such as textbooks that expose students to the content they are expected to learn	9	12	14
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	47	35	43
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	18	17	15
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	8	10	10
Assessments that measure performance against the content students are expected to learn	26	33	25
Assessments that are used for school accountability and continuous improvement	17	13	19
Parent involvement activities that help parents work with their children to achieve to high levels of performance	35	35	43
Restructuring the school day to teach content in more depth	29	34*	22
Extending the school day to provide for more instructional time	18	22	14
Extending the school year to provide for more instructional time	15	17	9
Staff participation in professional networks focused on standards-based reforms	22	26	24

** Among schools with these students enrolled

Question 12B (continued)

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BF - Poverty Level

	0-34.9% (N=269)	35-49.9% (N=145)	50-74.9% (N=237)	75-100% (N=220)
	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	24	25	22	25
Professional development to enable staff to teach the content students are expected to learn	29	31	29	32
Instructional materials such as textbooks that expose students to the content they are expected to learn	12	14	13	10
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	43	33	44	48
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	15	22	22	12
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	11	8	9	8
Assessments that measure performance against the content students are expected to learn	30	28	27	22
Assessments that are used for school accountability and continuous improvement	18	12	22	13
Parent involvement activities that help parents work with their children to achieve to high levels of performance	32*+	45	42	49*
Restructuring the school day to teach content in more depth	31	28	23	22
Extending the school day to provide for more instructional time	19	16	14	15
Extending the school year to provide for more instructional time	13	12	12	14
Staff participation in professional networks focused on standards-based reforms	26	21	23	20

** Among schools with these students enrolled

Question 12B (continued)

Percentage of principals reporting that they need information about various reform strategies, by school characteristics

Table 12BG - School Size

	Less than 300 (N=107)	300-499 (N=200)	500-999 (N=367)	1,000 or more (N=204)
	%	%	%	%
A strategic plan for enabling students to achieve to high levels of performance	31	21	21	27
Professional development to enable staff to teach the content students are expected to learn	29	26	33	30
Instructional materials such as textbooks that expose students to the content they are expected to learn	15	11	13	9
Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	42	44	39	47
Adaptations so that all students are expected to achieve to high levels of performance, specifically limited-English proficient students**	15	18	17	16
Adaptations so that all students are expected to achieve to high levels of performance, specifically students with learning disabilities**	10	9	9	11
Assessments that measure performance against the content students are expected to learn	26	26	28	32
Assessments that are used for school accountability and continuous improvement	21	16	16	13
Parent involvement activities that help parents work with their children to achieve to high levels of performance	38	37	40	42
Restructuring the school day to teach content in more depth	21	33	28	23
Extending the school day to provide for more instructional time	18	19	16	14
Extending the school year to provide for more instructional time	9	15	13	14
Staff participation in professional networks focused on standards-based reforms	25	24	25	17

** Among schools with these students enrolled

Question 13

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13A - Title I Status

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)
	%	%	%	%	%	%	%	%	%	%	%	%
Other principals	9	9	9	4	5	4	59	55	61	28	32	26
Professional principal associations	10	7	13	11	11	10	59	62	57	20	19	20
Teacher unions or organizations	31	31	31	34	35	34	32	33	32	3	1	4
Other administrators	3	2	3	4	2	6	63	67	60	30	28	31
School district	3	3	4	7	7	7	54	56	52	36	34	37
Intermediate or regional education agency	22	23	21	17	20	16	47	48	46	14	10	17
State department of education	16	18	14	20	23	18	53	50	55	11	9	13
U.S. Department of Education's Regional Labs	60	62	58	21	23	20	18	13*	21	1	2	1
U.S. Department of Education's Comprehensive Assistance Centers	68	69	67	21	22	21	10	8	12	<1	1	<1
U.S. Department of Education's Parent Information Resource Centers	66	68	64	21	21	21	12	9	13	2	2	1
U.S. Department of Education's ERIC	46	44	47	19	20	19	31	33	30	3	2	4
Other U.S. Department of Education offices or programs	60	64	57	20	19	20	19	16	22	1	1	2
National Science Foundation-funded initiatives (e.g., SSI, USI)	46	47	46	15	17	13	31	29	32	8	7	9
National model content standards (e.g., NCTM)	25	23	26	13	13	14	42	44	41	19	20	19

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13A - Title I Status (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)	All Schools (N=1,230)	Non-Title I (N=472)	Title I (N=758)
	%	%	%	%	%	%	%	%	%	%	%	%
State-developed content standards	6	6	6	7	7	7	53	54	52	34	33	34
Institutions of higher education	22	23	22	22	22	22	45	45	45	10	10	11
Professional journals	15	15	16	9	9	9	55	56	55	20	21	20
State- or district-sponsored education conferences	5	5	5	7	9*	5	59	64	57	29	22*	34
Institutes or workshops	3	4	3	5	6	4	58	62	55	33	28	37
Electronic networks/discussion groups	47	46	49	20	22	18	29	27	31	4	5	3
Media (e.g., newspapers, television)	22	24	21	35	34	35	40	39	40	3	3	3

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13B - School Type

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Non-Title I (N=472)	SW (N=443)	TA (N=315)	Non-Title I (N=472)	SW (N=443)	TA (N=315)	Non-Title I (N=472)	SW (N=443)	TA (N=315)	Non-Title I (N=472)	SW (N=443)	TA (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
Other principals	9	8	10	5	4	3	55	66	57	32	22	30
Professional principal associations	7	13	12	11	11	10	62	56	57	19	20	21
Teacher unions or organizations	31	28	33	35	33	35	33	35	28	1	4	4
Other administrators	2	5	2	2	7	5	67	60	61	28	29	32
School district	3	3	4	7	6	9	56	55	50	34	37	37
Intermediate or regional education agency	23	22	21	20	16	15	48	47	45	10	15	19
State department of education	18	16	13	23	16	19	50	56	55	9	12	13
U.S. Department of Education's Regional Labs[a]	62	55	61	23	24*	16*	13*	20	22*	2	1	1
U.S. Department of Education's Comprehensive Assistance Centers	69	66	68	22	22	19	8	12	13	1	<1	<1
U.S. Department of Education's Parent Information Resource Centers	68	60	68	21	23	19	9	15	12	2	1	1
U.S. Department of Education's ERIC	44	48	46	20	21	17	33	27	33	2	4	4
Other U.S. Department of Education offices or programs	64	56	58	19	20	20	16	23	21	1	2	2
National Science Foundation-funded initiatives (e.g., SSI, USI)	47	46	46	17	13	13	29	30	33	7	10	8
National model content standards (e.g., NCTM)	23	29	24	13	13	14	44	44	39	20	14	23
State-developed content standards	6	7	5	7	5	9	54	53	52	33	35	34
Institutions of higher education	23	19	25	22	23	21	45	47	44	10	11	11
Professional journals	15	14	17	9	11	7	56	60	52	21	15	24
State- or district-sponsored education conferences	5	4	5	9	6	5	64	55	58	22*	36	32*

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13B - School Type (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Non-Title I (N=472)	SW (N=443)	TA (N=315)	Non-Title I (N=472)	SW (N=443)	TA (N=315)	Non-Title I (N=472)	SW (N=443)	TA (N=315)	Non-Title I (N=472)	SW (N=443)	TA (N=315)
	%	%	%	%	%	%	%	%	%	%	%	%
Institutes or workshops	4	2	4	6	4	4	62	53	57	28	41	34
Electronic networks/discussion groups	46	49	48	22	20	17	27	29	33	5	3	2
Media (e.g., newspapers, television)	24	22	20	34	29	40	39	44	37	3	4	3

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13C - Minority Enrollment

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)
	%	%	%	%	%	%	%	%	%	%	%	%
Other principals	9	11	6	4	4	4	57	59	65	30	26	25
Professional principal associations	8*	17	11	10	11	12	63*	52	54	19	21	23
Teacher unions or organizations	32	31	27	36	32	30	31	33	35	2	3	7
Other administrators	2	5	1	3	3	9	64	63	59	30	29	30
School district	4	3	2	8	6	7	53	58	50	35	33	42
Intermediate or regional education agency	22	20	24	17	19	15	47	45	49	14	16	12
State department of education	17	12	19	21	18	17	53	58	49	10	12	16
U.S. Department of Education's Regional Labs	63	54	54	21	20	22	15	24	23	2	1	1
U.S. Department of Education's Comprehensive Assistance Centers[a]	70	67	59*	22	19	24	8*	14	16*	<1	<1	1
U.S. Department of Education's Parent Information Resource Centers	68	65	58	20	21	23	10	13	15	1	<1	4
U.S. Department of Education's ERIC	44	50	51	19	18	23	34	31*	19*	3*	1*	8
Other U.S. Department of Education offices or programs	62	58	50	19	19	22	17	22	26	1	1	2
National Science Foundation-funded initiatives (e.g., SSI, USI)	48	48	39	15	15	13	30	30	34	7	8	14
National model content standards (e.g., NCTM)	24	28	25	13	15	12	41	45	43	22	12	19
State-developed content standards	5	6	10	7	10	4	55	52	45	33	32	41
Institutions of higher education	23	23	18	23	24	17	45	43	48	9	9	18
Professional journals	14	16	18	9	11	8	55	56	55	22	17	19
State- or district-sponsored education conferences	5	4	7	6	10	5	62	58	53	28	28	35

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13C - Minority Enrollment (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)	0-49.9% (N=589)	50-79.9% (N=345)	80-100% (N=296)
	%	%	%	%	%	%	%	%	%	%	%	%
Institutes or workshops	3	3	5	6	5	3	59	55	58	32	37	34
Electronic networks/discussion groups	46	49	52	21	19	18	30	30	25	4	2	5
Media (e.g., newspapers, television)	23	18	27	37	33	26	38	44	41	2	4	5

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13D - School Level

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Elementary (N=538)	Middle (N=327)	High (N=307)	Elementary (N=538)	Middle (N=327)	High (N=307)	Elementary (N=538)	Middle (N=327)	High (N=307)	Elementary (N=538)	Middle (N=327)	High (N=307)
	%	%	%	%	%	%	%	%	%	%	%	%
Other principals	10	7	7	3	7	4	59	59	57	28	27	32
Professional principal associations	13*	7	7*	12	11	7*	57	60	65	19	21	22
Teacher unions or organizations	32	31	27	36	29	32	28	37	38	3	3	3
Other administrators	3	4	1	4	5	6	65	58	64	29	33	29
School district	4	3	4	6	9	11	55	51	56	36	37	30
Intermediate or regional education agency	26*	15	15*	15	22	20	45	50	50	13	14	16
State department of education	18	18*	8*	18	24	23	54	49	56	11	9	13
U.S. Department of Education's Regional Labs	62	60	53	19	22	28	18	17	18	2	1	1
U.S. Department of Education's Comprehensive Assistance Centers	69	69	64	20	22	25	10	8	10	1	0	0
U.S. Department of Education's Parent Information Resource Centers	67	68	64	20	21	23	12	9	12	2	2	0
U.S. Department of Education's ERIC	47	49	42	20	16	18	29	33	39	4	2	2
Other U.S. Department of Education offices or programs	60	61	58	18	22	19	19	17	22	2	1	<1
National Science Foundation-funded initiatives (e.g., SSI, USI)	50	41	39	13	17	15	28	33	38	9	9	7
National model content standards (e.g., NCTM)	26	23	21	12	14	14	42	41	46	19	21	19
State-developed content standards	5	7	7	7	6	7	53	54	52	34	33	34
Institutions of higher education	24	20	19	24	20	19	42	49	50	10	10	13
Professional journals	16	11	18	9	9	7	54	57	60	21	24	15
State- or district-sponsored education conferences	6	4	4	7	8	5	58	62	62	30	27	29

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13D – School Level (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Elementary (N=538)	Middle (N=327)	High (N=307)	Elementary (N=538)	Middle (N=327)	High (N=307)	Elementary (N=538)	Middle (N=327)	High (N=307)	Elementary (N=538)	Middle (N=327)	High (N=307)
	%	%	%	%	%	%	%	%	%	%	%	%
Institutes or workshops	4	2	4	6	5	5	55	65	62	36	28	29
Electronic networks/discussion groups	52*	42	39*	20	22	18	25	32	39*	3	4	4
Media (e.g., newspapers, television)	23	19	24	36	34	31	38	43	40	3	4	4

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13E - Metropolitan Status

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)
	%	%	%	%	%	%	%	%	%	%	%	%
Other principals	9	11	8	4	3	5	59	56	60	29	30	27
Professional principal associations	11	9	11	10	12	11	61	58	59	18	21	19
Teacher unions or organizations	30	32	31	31	37	34	34	30	32	5	1	3
Other administrators	3	2	3	3	3	6	66	62	63	28	33	29
School district	2	5	4	5	5	9	55	50	55	38	40	32
Intermediate or regional education agency	30	26*	15*	23*	13	16	38*	51	49*	10	9*	20*
State department of education	21	19*	11*	20	23	17	51	51	56	7	7*	16*
U.S. Department of Education's Regional Labs	62	62	57	22	21	21	15	15	21	1	2	1
U.S. Department of Education's Comprehensive Assistance Centers	66	70	68	22	21	21	12	9	10	1	0	1
U.S. Department of Education's Parent Information Resource Centers	63	65	68	23	19	21	12	14	10	2	1	1
U.S. Department of Education's ERIC	50	41	47	21	19	19	25	37	31	4	3	3
Other U.S. Department of Education offices or programs	57	63	59	19	18	21	23	18	18	2	1	1
National Science Foundation-funded initiatives (e.g., SSI, USI)	40	45	51	14	15	15	33	32	28	12	8	6
National model content standards (e.g., NCTM)	23	20	29	14	10	15	46	47	38	17	23	19
State-developed content standards	4	5	7	9	6	7	54	54	52	33	35	34
Institutions of higher education	20	25	22	23	22	22	44	42	47	13	11	8
Professional journals	11	14	18	10	10	8	54	58	55	25	19	19

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13E - Metropolitan Status (continued)

	Not Used			Not at All Helpful			Somewhat Helpful			Very Helpful		
	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)	Central City of MSA (N=411)	MSA not Central City (N=341)	Not MSA (N=478)
	%	%	%	%	%	%	%	%	%	%	%	%
State- or district-sponsored education conferences	5	4	6	9	6	5	57	62	59	29	28	29
Institutes or workshops	3	4	4	6	5	5	53	60	60	38	31	32
Electronic networks/discussion groups	45	49	47	20	18	21	27	30	30	7	2	3
Media (e.g., newspapers, television)	21	28	19	33	33	37	42	37	40	3	2	4

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level

	Not Used				Not at All Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
	%	%	%	%	%	%	%	%
Other principals	10	7	11	5	3	7	4	4
Professional principal associations	9	8	16	12	11	11	12	10
Teacher unions or organizations	32	34	32	24	36	33	32	34
Other administrators	3	2	6	1	3	5	4	9
School district	4	3	2	4	7	10	6	8
Intermediate or regional education agency	21	27	22	19	17	16	19	16
State department of education	18	13	11	19	20	21	17	18
U.S. Department of Education's Regional Labs	63	62	52	56	21	21	20	24
U.S. Department of Education's Comprehensive Assistance Centers	71	69	67	59	21	21	18	25
U.S. Department of Education's Parent Information Resource Centers	68	67	66	59	20	19	21	24
U.S. Department of Education's ERIC	43	47	49	51	19	17	19	21
Other U.S. Department of Education offices or programs	61	64	58	52	20	20	19	21
National Science Foundation-funded initiatives (e.g., SSI, USI)	47	49	48	39	13	19	15	13
National model content standards (e.g., NCTM)	21*	32	26	28	12	19	15	12
State-developed content standards	5	3	5	11	6	9	10	4
Institutions of higher education	23	24	22	19	24	19	23	20
Professional journals	13	21	14	19	9	9	12	6
State- or district-sponsored education conferences	4	6	4	7	6	8	8	7
Institutes or workshops	4	4	3	3	5	6	5	5

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level (continued)

	Not Used				Not at All Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
	%	%	%	%	%	%	%	%
Electronic networks/discussion groups	45	45	50	51	20	23	19	18
Media (e.g., newspapers, television)	24	21	19	23	33	45	33	28

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level (continued)

	Somewhat Helpful				Very Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
	%	%	%	%	%	%	%	%
Other principals	55	63	57	66	31	23	28	29
Professional principal associations	61	65	54	54	20	16	19	24
Teacher unions or organizations	31	30	33	36	1	3	4	6
Other administrators	63	66	61	61	31	27	29	30
School district	52	55	59	51	38	33	33	38
Intermediate or regional education agency	48	45	44	49	14	13	15	16
State department of education	51	55	59	50	10	10	12	12
U.S. Department of Education's Regional Labs	14	17	26	19	2	0	1	2
U.S. Department of Education's Comprehensive Assistance Centers	7	10	14	15	1	0	<1	1
U.S. Department of Education's Parent Information Resource Centers	10	14	13	13	2	0	<1	3
U.S. Department of Education's ERIC	34	33	31	22	4	3	1	5
Other U.S. Department of Education offices or programs	17	16	23	24	1	<1	1	3
National Science Foundation-funded initiatives (e.g., SSI, USI)	33	24	29	34	7	8	8	15
National model content standards (e.g., NCTM)	46*	28*+	46	43	22+	21	13	18
State-developed content standards	53	57	52	50	35	31	33	35
Institutions of higher education	41	53	45	48	12	5	10	13
Professional journals	55	53	58	53	24	17	16	21
State- or district-sponsored education conferences	61	63	61	49	29	24	27	37
Institutes or workshops	60	60	54	55	31	31	39	37

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13F - Poverty Level (continued)

	Somewhat Helpful				Very Helpful			
	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)	0-34.9% (N=391)	35-49.9% (N=197)	50-74.9% (N=319)	75-100% (N=310)
	%	%	%	%	%	%	%	%
Electronic networks/discussion groups	30	29	28	28	4	2	2	3
Media (e.g., newspapers, television)	39	33	44	45	3	1	5	4

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size

	Not Used				Not at All Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
	%	%	%	%	%	%	%	%
Other principals	11	10	8	5	2	1	7	5
Professional principal associations	10	15*+	8	6	15*	6*	12	10
Teacher unions or organizations	31	31	33	24	34	32	36	34
Other administrators	3	4	2	1	5	3	5	4
School district	7	4	2	1	13*+	4	6	7
Intermediate or regional education agency	20	20	25	22	14	15	19	22
State department of education	15	17	17	12	16	18	22	27
U.S. Department of Education's Regional Labs	56	58	63	61	19	21	22	24
U.S. Department of Education's Comprehensive Assistance Centers	65	67	71	66	23	19	21	24
U.S. Department of Education's Parent Information Resource Centers	63	68	66	66	24	18	21	23
U.S. Department of Education's ERIC	41	49	47	43	21	19	19	19
Other U.S. Department of Education offices or programs	56	60	62	60	26	18	17	20
National Science Foundation-funded initiatives (e.g., SSI, USI)	52	47	45	36	13	15	16	13
National model content standards (e.g., NCTM)	27	24	26	21	15	10	16	11
State-developed content standards	9	7	3	3	8	4	9	7
Institutions of higher education	26	22	21	18	22	21	24	22
Professional journals	22	15	13	10	10	6	11	9
State- or district-sponsored education conferences	7	5	4	3	6	6	8	8

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size (continued)

	Not Used				Not at All Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
	%	%	%	%	%	%	%	%
Institutes or workshops	5	5	2	1	5	4	6	8
Electronic networks/discussion groups	54	50	45	35	17	16	24	20
Media (e.g., newspapers, television)	21	23	22	24	44	29	34	35

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size (continued)

	Somewhat Helpful				Very Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
	%	%	%	%	%	%	%	%
Other principals	59	61	57	58	28	28	28	32
Professional principal associations	57	62	58	56	17	17+	22	27*
Teacher unions or organizations	32	34	29	38	3	3	2	4
Other administrators	68	59	63	67	24	34	30	27
School district	53	51	55	58	28*	41	36	33
Intermediate or regional education agency	49	49	44	43	17	15	12	13
State department of education	54	56	51	51	15	9	10	11
U.S. Department of Education's Regional Labs	24	18	15	14	1	3	1	1
U.S. Department of Education's Comprehensive Assistance Centers	11	13	8	10	<1	1	<1	<1
U.S. Department of Education's Parent Information Resource Centers	13	11	12	11	<1	3	2	<1
U.S. Department of Education's ERIC	33	30	30	37	5	2	3	1
Other U.S. Department of Education offices or programs	17	20	20	19	2	2	1	1
National Science Foundation-funded initiatives (e.g., SSI, USI)	30	29	30	39	5	9	8	11
National model content standards (e.g., NCTM)	42	43	40	51	16	24	19	17
State-developed content standards	54	51	53	60	29	38	35	30
Institutions of higher education	43	44	45	52	8	14	10	8
Professional journals	47	60	55	63	21	19	21	19
State- or district-sponsored education conferences	64	56	59	64	23	34	29	25

Question 13 (continued)

Percentage of principals reporting to what extent selected sources have been helpful in understanding or implementing comprehensive reform, by school characteristics

Table 13G - School Size (continued)

	Somewhat Helpful				Very Helpful			
	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)	Less than 300 (N=166)	300-499 (N=286)	500-999 (N=488)	1,000 or more (N=290)
	%	%	%	%	%	%	%	%
Institutes or workshops	59	55	59	62	31	36	33	29
Electronic networks/discussion groups	25	31	27	41	3	4	4	3
Media (e.g., newspapers, television)	33	43	40	40	2	4	3	2

Question 14

Percentage of principals reporting their preferred format for information, by school characteristics

Table 14A - Title I Status

	All Schools (N=1226)	Non-Title I (N=471)	Title I (N=755)
	%	%	%
Hard copy	43	48*	39
Workshops and summer institutes	50	43*	54
Electronic	8	8	8

Table 14B - School Type

	Non-Title I Schools (N=471)	SW (N=438)	TA (N=317)
	%	%	%
Hard copy	48*	36	41
Workshops and summer institutes	43*	58	50
Electronic	8	7	9

Table 14C - Minority Enrollment

	0-49.9% (N=589)	50-79.9% (N=340)	80-100% (N=297)
	%	%	%
Hard copy	44	38	44
Workshops and summer institutes	48	54	53
Electronic	8	9	5

Table 14D - School Level

	Elementary (N=532)	Middle (N=329)	High (N=307)
	%	%	%
Hard copy	42	44	44
Workshops and summer institutes	50	49	47
Electronic	8	7	8

Question 14 (continued)

Percentage of principals reporting their preferred format for information, by school characteristics

Table 14E - Metropolitan Status

	Central City Of MSA (N=409)	MSA not Central City (N=341)	Not MSA (N=476)
	%	%	%
Hard copy	39	48	42
Workshops and summer institutes	53	44	51
Electronic	9	7	8

Table 14F - Poverty Level

	0-34.9% (N=391)	35-49.9% (N=196)	50-74.9% (N=314)	75-100% (N=312)
	%	%	%	%
Hard copy	48	37	38	40
Workshops and summer institutes	44*	56	53	57*
Electronic	8	8	10	5

Table 14G - School Size

	Less than 300 (N=164)	300-499 (N=287)	500-999 (N=483)	1,000 or more (N=292)
	%	%	%	%
Hard copy	39	44	44	45
Workshops and summer institutes	53	51	49	40
Electronic	9	5	7	16

SCHOOL INFORMATION

Questions 15, 16, 17

Percentage of students in various categories, by school characteristics

Table 15A - Title I Status

	All Schools (N=1,248)	Non-Title I (N=479)	Title I (N=769)
Average total student enrollment	565	657*	499
White students	70	79*	64
Black students	14	10*	17
Hispanic students	11	6*	14
Asian/Pacific Islander	3	3*	2
American Indian/Alaskan Native	2	2	2
LEP	6	3*	8
Migrant	1	1*	2
Students with disabilities	9	9	9
Homeless	0.3	0.1*	0.5
Percent eligible for free-/reduced-price lunch	41	25*	52

Table 15B - School Type

	Non-Title I (N=479)	SW (N=445)	TA (N=324)
Average total student enrollment	657*	525	477*
White students	79*	48*	77
Black students	10*	27*	9
Hispanic students	6*	19*	10*
Asian/Pacific Islander	3	2	2
American Indian/Alaskan Native	2	3	1
LEP	3*	10	7
Migrant	1*	2*	1
Students with disabilities	9	9	9
Homeless	0.1*	1	0.4
Percent eligible for free-/reduced-price lunch	25*	69*	39*

Questions 15, 16, 17 (continued)

Percentage of students in various categories, by school characteristics

Table 15C - Minority Enrollment

	0-49.9% (N=595)	50-79.9% (N=345)	80-100% (N=308)
Average total student enrollment	579	530	553
White students	84*	57*	32*
Black students	7*	22*	34*
Hispanic students	5*	16*	27*
Asian/Pacific Islander	3*	2	2
American Indian/Alaskan Native	1*	2*	5*
LEP	2*	6*	20*
Migrant	1*	2	3*
Students with disabilities	9	9	9
Homeless	0.1	1	1*
Percent eligible for free-/reduced-price lunch	24*	63*	91*

Table 15D - School Level

	Elemtntary (N=546)	Middle (N=333)	High (N=311)
Average total student enrollment	477*	631*	811*
White students	69	70	76*
Black students	15	15	12
Hispanic students	12	11*	6*
Asian/Pacific Islander	3	3	2
American Indian/Alaskan Native	1	1*	3*
LEP	7*	4	3*
Migrant	1	1	1
Students with disabilities	8*	11*	8
Homeless	0.4	0.2	0.2
Percent eligible for free-/reduced-price lunch	44*	39*	32*

Percentage of students in various categories, by school characteristics

Table 15E - Metropolitan Status

	Central City of MSA (N=418)	MSA not Central City (N=342)	Not MSA (N=488)
Average total student enrollment	710	672*	410*
White students	45*	74*	82*
Black students	30*	9	8*
Hispanic students	19*	11*	6*
Asian/Pacific Islander	4	4*	1*
American Indian/Alaskan Native	1	0.5*	3*
LEP	10*	6	4*
Migrant	1	1	2
Students with disabilities	9	9	9
Homeless	1*	0.2	0.3
Percent eligible for free-/reduced-price lunch	58*	27*	40*

Table 15F - Poverty Level

	0-34.9% (N=397)	35-49.9% (N=201)	50-74.9% (N=317)	75-100% (N=319)
Average total student enrollment	598+	526	522	564
White students	86*+	77*+	58*	26*
Black students	5*+	12*+	21*	38*
Hispanic students	4*+	8*+	14*	32*
Asian/Pacific Islander	3*+	1	2	2
American Indian/Alaskan Native	1	1	3	3
LEP	2*+	4*+	6*	17*
Migrant	0.3*+	2	2	3*
Students with disabilities	8*	10	10*	8
Homeless	0.1	0.2	1	1*
Percent eligible for free-/reduced-price lunch	17*+	42*+	61*	88*

Questions 15, 16, 17 (continued)

Percentage of students in various categories, by school characteristics

Table 15G - School Size

	Less than 300 (N=172)	300-499 (N=291)	500-999 (N=496)	1,000 or more (N=298)
Average total student enrollment	190*+	400*+	687*	1,421*
White students	81*+	71+	67*	59*
Black students	7*+	15	17	17*
Hispanic students	7+	9+	12*	18*
Asian/Pacific Islander	1*+	2+	3*	5*
American Indian/Alaskan Native	5*+	1	1	1*
LEP	6	5+	6	9
Migrant	2	1	1	1
Students with disabilities	9	9	9	9
Homeless	0.1	0.4	0.4	0.2
Percent eligible for free-/reduced-price lunch	42	41	41	37

Questions 18, 19 , 20

Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18A - Title I Status

	All Schools (N=1,215)	Non-Title I (N=468)	Title I (N=747)
	Average	Average	Average
Instructional rooms	34	38*	31
Computers	76	87*	68
Students per computer	9	9	9
Instructional rooms with Internet access	11	14*	8
Percentage of all rooms with Internet access	32	38*	27

Table 18B – School Type

	Non-Title I (N=468)	SW (N=431)	TA (N=316)
	Average	Average	Average
Instructional rooms	38*	31	31*
Computers	87*	68	67*
Students per computer	9	10	9
Instructional rooms with Internet access	14*	7*	9*
Percentage of all rooms with Internet access	38*	22	32*

Table 18C - Minority Enrollment

	0-49.9% (N=581)	50-79.9% (N=337)	80-100% (N=297)
	Average	Average	Average
Instructional rooms	35	32	31
Computers	80*	69	64*
Students per computer	9	10*	12*
Instructional rooms with Internet access	12*	8*	6*
Percentage of all rooms with Internet access	36*	28	21*

Questions 18, 19 , 20 (continued)

Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18D - School Level

	Elementary (N=540)	Middle (N=313)	High (N=306)
	Average	Average	Average
Instructional rooms	28*	37*	51*
Computers	62*	81*	121
Students per computer	10	10*	8*
Instructional rooms with Internet access	8*	12*	19*
Percentage of all rooms with Internet access	30	34	38*

Table 18E - Metropolitan Status

	Central City of MSA (N=400)	MSA not Central City (N=336)	Not MSA (N=479)
	Average	Average	Average
Instructional rooms	39	39*	27*
Computers	82	91*	62*
Students per computer	12*	9	8*
Instructional rooms with Internet access	10*	14*	9
Percentage of all rooms with Internet access	27*	37	31

Table 18F - Poverty Level

	0-34.9% (N=388)	35-49.9% (N=198)	50-74.9% (N=310)	75-100% (N=310)
	Average	Average	Average	Average
Instructional rooms	36+	31	32	32
Computers	81	77	69	64*
Students per computer	9	9+	9*	12*
Instructional rooms with Internet access	14*+	10+	8*	5*
Percentage of all rooms with Internet access	36+	34+	28*	19*

Questions 18, 19 , 20 (continued)

Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18G - School Size

	Less than 300 (N=171)	300-499 (N=283)	500-999 (N=480)	1,000 or more (N=281)
	Average	Average	Average	Average
Instructional rooms	15*+	26*+	40*	77*
Computers	37*+	59*+	87*	173*
Students per computer	6*+	9+	11	12*
Instructional rooms with Internet access	5*+	8*+	12*	23*
Percentage of all rooms with Internet access	34	33	31	28

Question 21

Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)
	%	%	%	%	%	%	%	%	%	%	%	%
Lack of technical support or advice	19	19	20	31	29	32	28	29	27	22	23	21
Lack of or inadequately trained staff	10	8	12	30	29	31	39	43	37	20	20	20
Lack of teacher awareness regarding ways to integrate curriculum	9	9	9	25	23	26	45	47	45	21	21	20
Lack of software that is integrated with the school's curriculum	11	10	11	28	29	27	37	37	36	25	25	26

Table 21B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=470)	SW (N=427)	TA (N=312)	Non-Title I (N=470)	SW (N=427)	TA (N=312)	Non-Title I (N=470)	SW (N=427)	TA (N=312)	Non-Title I (N=470)	SW (N=427)	TA (N=312)
	%	%	%	%	%	%	%	%	%	%	%	%
Lack of technical support or advice	19	18	21	29	30	34	29	31	24	23	21	21
Lack of or inadequately trained staff	8	13	11	29	28	34	43	38	36	19	22	19
Lack of teacher awareness regarding ways to integrate curriculum	9	9	9	23	28	25	47	41	48	22	22	18
Lack of software that is integrated with the school's curriculum	10	14	10	29	25	28	37	36	35	24	25	27

Question 21 (continued)

Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)
	%	%	%	%	%	%	%	%	%	%	%	%
Lack of technical support or advice	20	17	18	33	30	26	27	26	33	20	26	23
Lack of or inadequately trained staff	10	11	14	34*	26	20*	39	37	44	17*	26	23
Lack of teacher awareness regarding ways to integrate curriculum	8	8	14	27	23	21	47	40	47	18	30	18
Lack of software that is integrated with the school's curriculum	11	12	11	28	26	27	38	33	37	24*	29*	26

Table 21D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=524)	Middle (N=319)	High (N=309)	Elementary (N=524)	Middle (N=319)	High (N=309)	Elementary (N=524)	Middle (N=319)	High (N=309)	Elementary (N=524)	Middle (N=319)	High (N=309)
	%	%	%	%	%	%	%	%	%	%	%	%
Lack of technical support or advice	16*	29*	20	30	27*	39	30*	22	29	24	22*	13*
Lack of or inadequately trained staff	9	14	9	30	28	34	39	41	39	21	16	18
Lack of teacher awareness regarding ways to integrate curriculum	9	12	6	25	25	24	46	45	47	20	19	23
Lack of software that is integrated with the school's curriculum	12	13	7	29	25	24	33	38	46	26	24	24

Question 21 (continued)

Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)
	%	%	%	%	%	%	%	%	%	%	%	%
Lack of technical support or advice	16	20	21	23	33	34	35	26	25	25	21	20
Lack of or inadequately trained staff	9	9	12	25	36	29	41	38	39	24	17	19
Lack of teacher awareness regarding ways to integrate curriculum	10	9	9	21	27	26	44	46	45	25	19	19
Lack of software that is integrated with the school's curriculum	11	11	11	24	32	27	32	34	41	33	23	22

Table 21F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)
	%	%	%	%	%	%	%	%
Lack of technical support or advice	21	21	17	15	30	36	31	29
Lack of or inadequately trained staff	10	11	11	12	33	33	25	25
Lack of teacher awareness regarding ways to integrate curriculum	10	8	8	10	25	28	21	27
Lack of software that is integrated with the school's curriculum	11	10	12	10	30	25	27	26

Question 21 (continued)

Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21F - Poverty Level - (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)
	%	%	%	%	%	%	%	%
Lack of technical support or advice	27	28	26	34	22	15	26	22
Lack of or inadequately trained staff	38	43	37	40	19	13	27	22
Lack of teacher awareness regarding ways to integrate curriculum	46	48	42	43	19	17	29	20
Lack of software that is integrated with the school's curriculum	38	35	33	36	21	30	28	28

Table 21G - School Size

	Not at All				Small Extent			
	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)
	%	%	%	%	%	%	%	%
Lack of technical support or advice	18	18	22	19	35	29	31	30
Lack of or inadequately trained staff	12	11	9	10	25	29	35	30
Lack of teacher awareness regarding ways to integrate curriculum	10	9	8	11	25	26	25	24
Lack of software that is integrated with the school's curriculum	10	14	9	8	23	28	31	21

Question 21 (continued)

Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21G - School Size - (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)
	%	%	%	%	%	%	%	%
Lack of technical support or advice	24	27	28	36	23	27	19	16
Lack of or inadequately trained staff	38	39	39	43	25	20	17	16
Lack of teacher awareness regarding ways to integrate curriculum	42	45	48	44	23	20	20	21
Lack of software that is integrated with the school's curriculum	42	32	34	47	24	26	25	23

Question 22

Percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22A - Title I Status

	All Schools (N=1,250)	Non-Title I (N=480)	Title I (N=770)
	%	%	%
Participated in program	89	92*	87
Length of program, if participated			
8 hours or less	100	100	99
9-32 hours	<1	<1	<1
More than 32 hours	<1	0	<1

Table 22B - School Type

	Non-Title I (N=480)	SW (N=447)	TA (N=323)
	%	%	%
Participated in program	92*	84*	90
Length of program, if participated			
8 hours or less	100	99	99
9-32 hours	<1	<1	<1
More than 32 hours	0	<1	0

Table 22C - Minority Enrollment

	0-49.9% (N=598)	50-79.9% (N=345)	80-100% (N=307)
	%	%	%
Participated in program	91	85	86
Length of program, if participated			
8 hours or less	100	99	99
9-32 hours	<1	1	1
More than 32 hours	0	0	1

Question 22 (continued)

Percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22D - School Level

	Elementary (N=547)	Middle (N=332)	High (N=314)
	%	%	%
Participated in program	87*	94	92*
Length of program, if participated			
8 hours or less	100	99	99
9-32 hours	<1	1	1
More than 32 hours	<1	0	0

Table 22E - Metropolitan Status

	Central City of MSA (N=418)	MSA not Central City (N=345)	Not MSA (N=487)
	%	%	%
Participated in program	88*	93*	87
Length of program, if participated			
8 hours or less	99	100	100
9-32 hours	<1	<1	<1
More than 32 hours	<1	0	0

Table 22F - Poverty Level

	0-34.9% (N=398)	35-49.9% (N=200)	50-74.9% (N=319)	75-100% (N=319)
	%	%	%	%
Participated in program	92	88	84	87
Length of program, if participated				
8 hours or less	100	100	99	99
9-32 hours	<1	0	1	1
More than 32 hours	0	0	0	1

Question 22 (continued)

Percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22G - School Size

	Less than 300 (N=171)	300-499 (N=291)	500-999 (N=496)	1,000 or more (N=292)
	%	%	%	%
Participated in program	84	91	90	92
Length of program, if participated				
8 hours or less	100	100	100	99
9-32 hours	0	<1	<1	1
More than 32 hours	0	0	<1	0

TITLE I INFORMATION

Question 23

Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school characteristics

Table 23A - Title I Status

	All Schools (N=758)
	%
Yes	59
No	37
Don't know	4

Table 23B - Minority Enrollment[a]

	0-49.9% (N=591)	50-79.9% (N=344)	80-100% (N=308)
	%	%	%
Yes	45*	82	84*
No	51*	16*	9*
Don't know	4*	1*	6

Table 23C - School Level

	Elementary (N=544)	Middle (N=330)	High (N=312)
	%	%	%
Yes	71*	49*	25*
No	28*	48*	63*
Don't know	1	4*	12*

Question 23 (continued)

Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school characteristics

Table 23D - Metropolitan Status

	Central City of MSA (N=411)	MSA not Central City (N=346)	Not MSA (N=486)
	%	%	%
Yes	63*	48*	64
No	35*	49*	31
Don't know	2	3	5

Table 23E - Poverty Level[a]

	0-34.9% (N=393)	35-49.9% (N=198)	50-74.9% (N=318)	75-100% (N=320)
	%	%	%	%
Yes	37*+	65*+	81*	95*
No	57*+	33*+	18*	3*
Don't know	5+	3	1	2*

Table 23F - School Size

	Less than 300 (N=172)	300-499 (N=289)	500-999 (N=492)	1,000 or more (N=290)
	%	%	%	%
Yes	66	65*+	57*	32*
No	30+	32*+	40*	62*
Don't know	4	3	3	6

Question 24

Percentage of principals reporting to what extent their school has input into the decisions on the use of Title I funds, by school characteristics

Table 24A - Title I Status

	All Title I Schools (N=772)	SW (N=447)	TA (N=325)
	%	%	%
Not at all	3	3	2
Small extent	12	8	15
Moderate extent	24	21	26
Great extent	61	67	57

Table 24B - Minority Enrollment

	0-49.9% (N=242)	50-79.9% (N=255)	80-100% (N=275)
	%	%	%
Not at all	4	1	1
Small extent	15	10	8
Moderate extent	25	21	25
Great extent	55	67	67

Table 24C - School Level[b]

	Elementary (N=407)	Middle (N=202)	High (N=122)
	%	%	%
Not at all	3	2	0
Small extent	11	19	13
Moderate extent	23	27	21
Great extent	63	52	66

Question 24 (continued)

Percentage of principals reporting to what extent their school has input into the decisions on the use of Title I funds, by school characteristics

Table 24D - Metropolitan Status

	Central City of MSA (N=272)	MSA not Central City (N=182)	Not MSA (N=318)
	%	%	%
Not at all	2	6	2
Small extent	5	10	17*
Moderate extent	18*	33*	22
Great extent	75*	50	59*

Table 24E - Poverty Level[a]

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=229)	75-100% (N=302)
	%	%	%	%
Not at all	3	6	2	1
Small extent	16	17+	10	5*
Moderate extent	30	22	22	20
Great extent	51+	56+	67	73*

Table 24F - School Size

	Less than 300 (N=122)	300-499 (N=198)	500-999 (N=318)	1,000 or more (N=134)
	%	%	%	%
Not at all	3	<1	5	2
Small extent	17	16	7	6
Moderate extent	24	23	25	17
Great extent	56	61	63	25

Question 25

Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by school characteristics

Table 25A - Title I Status

	All Schools (N=747)	SW (N=428)	TA (N=319)
Administration (non-clerical)	3,500	1,500	2,000
Teachers	74,700	40,900	33,800
Teacher aides	76,900	43,900	33,000
Staff providing support services (non-clerical)	10,200	7,900	2,300

Table 25B - Minority Enrollment

	0-49.9% (N=239)	50-79.9% (N=248)	80-100% (N=260)
Administration (non-clerical)	1,500	600	1,300
Teachers	26,300	23,600	24,800
Teacher aides	23,600	23,900	29,400
Staff providing support services (non-clerical)	2,500	2,200	5,500

Table 25C - School Level

	Elementary (N=395)	Middle (N=190)	High (N=121)
Administration (non-clerical)	2,300	700	600
Teachers	55,600	11,700	5,600
Teacher aides	64,200	7,000	4,300
Staff providing support services (non-clerical)	8,100	1,100	900

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Question 25 (continued)

Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by school characteristics

Table 25D - Metropolitan Status

	Central City of MSA (N=257)	MSA not Central City (N=174)	Not MSA (N=316)
Administration (non-clerical)	1,100	700	1,600
Teachers	30,700	13,100	30,800
Teacher aides	27,700	14,400	34,800
Staff providing support services (non-clerical)	6,900	1,400	1,900

Table 25E - Poverty Level

	0-34.9% (N=123)	35-49.9% (N=109)	50-74.9% (N=223)	75-100% (N=287)
Administration (non-clerical)	1,100	500	500	1,300
Teachers	15,900	10,300	20,700	27,200
Teacher aides	10,600	13,700	21,300	30,800
Staff providing support services (non-clerical)	600	1,400	2,500	5,600

Table 25F - School Size

	Less than 300 (N=119)	300-499 (N=196)	500-999 (N=308)	1,000 or more (N=124)
Administration (non-clerical)	1,400	900	800	400
Teachers	12,600	21,600	33,100	7,300
Teacher aides	13,300	20,700	36,200	6,700
Staff providing support services (non-clerical)	700	2,500	5,800	1,200

NOTE: Signficance was not tested for item 25.

Question 26

Percentage of principals reporting the targeted assistance or schoolwide plan or a description of the plan was made available to parents, by school characteristics

Table 26A - Title I Status

	All Title I Schools (N=760)	SW (N=446)	TA (N=314)
	%	%	%
Yes	94	97*	91
No	6	3*	9

Table 26B - Minority Enrollment

	0-49.9% (N=239)	50-79.9% (N=251)	80-100% (N=270)
	%	%	%
Yes	92	96	95
No	8	4	5

Table 26C - School Level

	Elementary (N=403)	Middle (N=199)	High (N=118)
	%	%	%
Yes	94	92	91
No	6	8	9

Table 26D - Metropolitan Status

	Central City of MSA (N=266)	MSA not Central City (N=180)	Not MSA (N=314)
	%	%	%
Yes	98	95	91*
No	2	5	9*

Question 26 (continued)

Percentage of principals reporting the targeted assistance or schoolwide plan or a description of the plan was made available to parents, by school characteristics

Table 26E - Poverty Level

	0-34.9% (N=124)	35-49.9% (N=109)	50-74.9% (N=225)	75-100% (N=297)
	%	%	%	%
Yes	90	94	95	97
No	10	6	5	4

Table 26F - School Size

	Less than 300 (N=120)	300-499 (N=195)	500-999 (N=313)	1,000 or more (N=132)
	%	%	%	%
Yes	90	93	97	94
No	10	7	3	6

Question 27

Percentage of principals reporting that their school is operating a Title I schoolwide program, by school characteristics

Table 27A - Title I Status

	All Title I Schools (N=773)
	%
Yes	45
No	55

Table 27B - Minority Enrollment

	0-49.9% (N=243)	50-79.9% (N=255)	80-100% (N=275)
	%	%	%
Yes	18*	67	77*
No	82*	33	23*

Table 27C - School Level

	Elementary (N=408)	Middle (N=202)	High (N=122)
	%	%	%
Yes	46	42	46
No	54	58	54

Table 27D - Metropolitan Status

	Central City of MSA (N=272)	MSA not Central City (N=182)	Not MSA (N=319)
	%	%	%
Yes	68*	35	38*
No	32*	65	62*

Question 27 (continued)

Percentage of principals reporting that their school is operating a Title I schoolwide program, by school characteristics

Table 27E - Poverty Level

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=230)	75-100% (N=302)
	%	%	%	%
Yes	16+	19*+	66*	80*
No	84+	81*+	34*	20*

Table 27F - School Size

	Less than 300 (N=122)	300-499 (N=199)	500-999 (N=318)	1,000 or more (N=134)
	%	%	%	%
Yes	38	45	50	50
No	62	55	50	50

Question 28

Average number of students served in targeted assistance programs as reported by principals, by school characteristics

Table 28

	Average number of students served
	Average
All targeted assistance schools	90
Minority Enrollment	
0-49.9%	79
50-79.9%	107
80-100%	159
School Level	
Elementary	84
Middle	108
High	131
Metropolitan Status	
Central city of MSA	124
MSA not Central City	99
Not MSA	75*
Poverty Level	
0-34.9%	70
35-49.9%	97
50-74.9%	100
75-100%	168*
School Size	
Less than 30	48*+
300-499	77*+
500-999	111*
1,000 or more	303*

Question 29

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29A – School Type

	All Targeted Assistance Schools (N=311)
	%
Pre-K	3
K	39
1	74
2	73
3	68
4	56
5	50
6	33
7	20
8	17
9	7
10	7
11	6
12	4
Ungraded[b]	<1

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29B – Minority Enrollment

	0-49.9% (N=187)	50-79.9% (N=76)	80-100% (N=48)
	%	%	%
Pre-K	2	3	17
K	39	38	38
1	75	74	65
2	75	72	62
3	70	65	64
4	55	62	49
5	48	52	60
6	28	44	51*
7	16*	32	28
8	13*	29	28*
9	7	10	9
10	6	10	9
11	5	8	9
12	3	5	8
Ungraded[b]	0	2	0

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29C – School Level

	Elementary (N=180)	Middle (N=69)	High (N=31)
	%	%	%
Pre-K	4	0	0
K	48	0	0
1	92	0	0
2	91	0	0
3	84	0	0
4	67	4	0
5	54	33	0
6	24	79	0
7	7*	73*	20*
8	6*	59*	19*
9	0	3	74
10	0	0	78
11	0	0	64
12	0	0	53
Ungraded	0	0	0

Note: Due to "0" observations in the cells, significance tests could be computed for only grades 7 and 8.

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29D – Metropolitan Status

	Central City of MSA (N=65)	MSA not Central City (N=89)	Not MSA (N=157)
	%	%	%
Pre-K	6	2	3
K	60*	27	39*
1	74	74	74
2	77	72	73
3	78	68	66
4	68	51	55
5	66	41	50
6	36	21*	38
7	19	17	21
8	18	14	18
9	6	2*	11
10	6	2	10
11	6	2	8
12	5	1	5
Ungraded[b]	0	0	<1

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29E – Poverty Level

	0-34.9% (N=103)	35-49.9% (N=85)	50-74.9% (N=70)	75-100% (N=50)
	%	%	%	%
Pre-K[b]	0	5	3	17
K	33	48	37	39
1	74	74	71	73
2	74	77	69	73
3	66	75	64	70
4	50	63	63	51
5	42	59	52	57
6	26	34	43	48
7	15+	18*	34	28
8	12+	14*	30	28*
9	7	5	11	9
10	7	5	10	9
11	6	4	8	9
12	4	2	5	9
Ungraded[b]	0	0	2	0

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29F – School Size

	Less than 300 (N=60)	300-499 (N=88)	500-999 (N=123)	1,000 or more (N=50)
	%	%	%	%
Pre-K	3	2	5	2*
K	51+	38	32	20*
1	86+	78*+	65*	31*
2	85+	77+	67*	31*
3	79*	63+	70*	33*
4	71*	45	57*	33
5	59	43	51	35
6	40	24	34	41
7	23*	10*+	25	34
8	19	8*+	22	24
9	6	6+	6*	33*
10	6	6+	5*	33*
11[a]	3	6+	4*	33*
12[a]	2	2+	4*	30*
Ungraded[b]	0	0	1	0

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Question 30

Percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL, by school characteristics

Table 30A - School Type

	All Targeted Assistance Schools (N=312)
	%
Reading/language arts	98
Mathematics	65
ESL	10

Table 30B - Minority Enrollment

	0-49.9% (N=187)	50-79.9% (N=76)	80-100% (N=49)
	%	%	%
Reading/language arts	99	99	94
Mathematics	65	71	57
ESL	6	14	28

Table 30C - School Level

	Elementary (N=183)	Middle (N=78)	High (N=38)
	%	%	%
Reading/language arts	99	95	97
Mathematics	61*	81	67
ESL	9	13	8

Question 30 (continued)

Percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL, by school characteristics

Table 30D - Metropolitan Status

	Central City of MSA (N=66)	MSA not Central City (N=89)	Not MSA (N=157)
	%	%	%
Reading/language arts	94	100	99
Mathematics	74	63	64
ESL	19	10	7

Table 30E - Poverty Level

	0-34.9% (N=103)	35-49.9% (N=85)	50-74.9% (N=70)	75-100% (N=51)
	%	%	%	%
Reading/language arts	99	98	99	93
Mathematics	60	71	70	71
ESL	6	9	12	27*

Table 30F - School Size

	Less than 300 (N=60)	300-499 (N=88)	500-999 (N=123)	1,000 or more (N=41)
	%	%	%	%
Reading/language arts	97	100	98	99
Mathematics	55	68	68	89
ESL	5	5*+	14	34*

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Question 31A

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AA - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	6	6	6	13	12	14	32	29	35	49	53	46
More flexibility to identify students for services	7	7	7	12	10	15	36	36	35	45	47	43
Extend learning time	14	12	16	19	19	20	32	32	32	35	38	33
Minimize pull-out programs	8	8	8	12	11	13	28	26	31	52	56	49
Develop a parent involvement policy	4	4	4	10	10	9	25	22	28	61	64	59
Develop a school-parent compact	8	8	8	10	7	12	22	20	23	60	64	57
Assess student performance against high standards	7	7	6	11	11	11	30	27	33	52	55	49
Use student performance results for school accountability and continuous improvement	4	5	4	9	9	9	27	23	31	60	63	57

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AB - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	8	5	3	12	14	14	37*	23	32	43*	58	51
More flexibility to identify students for services	8	7	6	15	11	10	36	32	38	41	50	47
Extend learning time	16	13	11	20	18	18	31	30	34	32	38	37
Minimize pull-out programs	9	8	6	14	11	10	30	23	32	48	58	53
Develop a parent involvement policy	5	3	3	9	11	9	30	18	24	56	68	64
Develop a school-parent compact	11*	4	9	12	10	7	25	18	19	52*	68	66*
Assess student performance against high standards	7	7	5	13	10	9	33	28	28	46	56	59
Use student performance results for school accountability and continuous improvement	4	6	3	11	8	6	33	20	24	52	66	67

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AC - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=390)	Middle (N=192)	High (N=115)	Elementary (N=390)	Middle (N=192)	High (N=115)	Elementary (N=390)	Middle (N=192)	High (N=115)	Elementary (N=390)	Middle (N=192)	High (N=115)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	6	7	5	13	11	19	30	33	44	51	49	31
More flexibility to identify students for services	7	6	6	12	10	18	33	40	46	47	44	31
Extend learning time	15	11	16	19	20	22	30	37	34	36	32	28
Minimize pull-out programs	7	7	17	12	13	12	28	31	34	54	49	37
Develop a parent involvement policy	3	4	9	10	7	12	22	34	33	64	55	45
Develop a school-parent compact	8	10	12	10	10	18	20*	30	23	63*	50	46
Assess student performance against high standards	7	6	4	11	9	20	31	31	27	51	54	50
Use student performance results for school accountability and continuous improvement	4	5	9	8	7	20	38	26	26	60	62	46

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AD - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	5	6	7	9	15	13	26	28	37	59	50	43
More flexibility to identify students for services	5	5	9	11	15	12	36	33	37	48	46	42
Extend learning time	11	19	13	14	17	23	36	25	33	39	39	31
Minimize pull-out programs	4	11	8	8	17	12	28	27	30	60	45	50
Develop a parent involvement policy	3	6	4	10	10	9	19	23	30	68	62	57
Develop a school-parent compact	4*	13	8	8	10	11	16	17*	27*	72*	60	54*
Assess student performance against high standards	3	9	7	6	12	14	26	30	33	65	49	46
Use student performance results for school accountability and continuous improvement	2	4	6	6	13	9	21	26	31	71	57	54

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AE - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	7	10	5	4	16	8	15	12
More flexibility to identify students for services	9	9	6	5	13	14	11	11
Extending learning time	15	18	11	14	18	24	20	16
Minimize pull-out programs	7	12	8	6	17	11	10	9
Develop a parent involvement policy	5	6	1	5	8	9	12	9
Develop a school-parent compact	13+	11	3	7	14	9	10	6*
Assess student performance against high standards	9	7	5	5	18	6	10	7
Use student performance results for school accountability and continuous improvement	4	5	5	3	15*	5	8	5*

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AE - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	34	42	24	31	44	40	57	54
More flexibility to identify students for services	34	41	33	35	44	35	49	49
Extend learning time	33	29	31	34	35	29	38	37
Minimize pull-out programs	31	27	25	30	45	50	57	56
Develop a parent involvement policy	30	29	21	20	56	56	65	67
Develop a school-parent compact	25	24	20	18	48+	57	67	69*
Assess student performance against high standards	28	38	30	28	45	49	55	60
Use student performance results for school accountability and continuous improvement	31	37*+	23	20	50+	54+	64	72*

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AF - School Size

	Not at All				Small Extent			
	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	6	7	6	3	16	13	9	23
More flexibility to identify students for services	9	8	5	5	13	11	13	14
Extend learning time	12	15	14	16	28	15	17	15
Minimize pull-out programs	12	7	6	8	14	10	12	11
Develop a parent involvement policy	6	3	4	3	12	10	8	11
Develop a school-parent compact	13	7	6	9	9	10	11	10
Assess student performance against high standards	11	6	5	3	17	11	7	12
Use student performance results for school accountability and continuous improvement	7	5	2	2	10	9	8	12

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AF - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	37	30	32	23	41	50	54	51
More flexibility to identify students for services	38	35	34	42	40	46	48	40
Extend learning time	33	32	31	33	27	38	38	36
Minimize pull-out programs	30	30	27	22	44	53	55	58
Develop a parent involvement policy	33	27	19	19	48	61	69	66
Develop a school-parent compact	31+	21	16	25	47*+	61	68	56
Assess student performance against high standards	30	33	30	19	41	51	58	66
Use student performance results for school accountability and continuous improvement	36	26	22	30	47	60	68	57

Question 31B

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BA - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	20	17	37	32	41	30	32	28	14	16	13
More flexibility to identify students for services	23	26	20	36	32	40	28	28	28	13	14	11
Extend learning time	17	17	17	34	36	32	32	31	32	18	17	18
Minimize pull-out programs	28	29	27	32	32	32	25	23	26	16	16	15
Develop a parent involvement policy	29	27	31	29	27	31	28	31	25	14	15	13
Develop a school-parent compact	36	34	38	29	29	29	22	22	22	13	15	11
Assess student performance against high standards	22	22	23	29	27	32	33	31	34	16	20	12
Use student performance results for school accountability and continuous improvement	24	26	23	28	24	31	31	31	31	17	19	14

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BB - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	20	15	19	39	43*	24*	29	27	34	11	14*	23*
More flexibility to identify students for services	21	24	25	42	35	24	27	28	31	10	13	19
Extend learning time	18	17	16	34	36	30	30	28	40	18	20	14
Minimize pull-out programs	26	30	29	31	34	32	28	21	24	16	15	15
Develop a parent involvement policy	30	27	31	29	33	24	30	26	25	11	14	20
Develop a school-parent compact	38	38	29	29	29	28	23	19	23	10	13	19
Assess student performance against high standards	25	20	19	32	32*	19*	32	30	39	11*	19	22*
Use student performance results for school accountability and continuous improvement	24	25	22	32	28	20*	33	28	30	11	19	28*

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BC - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=338)	Middle (N=157)	High (N=100)	Elementary (N=338)	Middle (N=157)	High (N=100)	Elementary (N=338)	Middle (N=157)	High (N=100)	Elementary (N=338)	Middle (N=157)	High (N=100)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	18	18	19	37	39	39	29	30	32	15	13	11
More flexibility to identify students for services	22	24	32	37	32	34	27	34	24	14	9	10
Extend learning time	17	16	14	33	34	36	32	34	27	18	16	24
Minimize pull-out programs	28	30	27	32	35	23	26	18	21	15	17	29
Develop a parent involvement policy	32	24	23	27	37	33	27	28	21	14	11	23
Develop a school-parent compact	38	31	28	27	28	38	21	27	19	13	14	14
Assess student performance against high standards	22	22	20	28	38	24	34	27	36	16	14	21
Use student performance results for school accountability and continuous improvement	24	25	22	27	32	32	32	31	18	17	12	28

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BD - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	22	16	33	36	40	27	28	33	20	15	11
More flexibility to identify students for services	28	21	21	30	38	39	26	28	29	17	13	11
Extend learning time	20	12	17	25	35	38	32	33	31	23	20	14
Minimize pull-out programs	31	25	28	29	33	33	24	26	25	17	16	15
Develop a parent involvement policy	29	32	29	25	26	34	24	31	28	22	12	10
Develop a school-parent compact	37	36	36	27	26	31	19	24	23	16	14	10
Assess student performance against high standards	25	25	19	21	33	32	36	27	34	18	15	14
Use student performance results for school accountability and continuous improvement	28	22	24	20	30	32	31	33	30	22	16	14

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BE - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	22	18	16	17	37	40	43	28
More flexibility to identify students for services	18	24	25	25	45	36	34	26
Extending learning time	17	19	18	14	35	32	36	31
Minimize pull-out programs	20	33	32	28	34	26	34	32
Develop a parent involvement policy	31	33	26	30	29	30	32	23
Develop a school-parent compact	28*	52+	38	32	31	27	28	27
Assess student performance against high standards	27	24	20	17	32	32	30	24
Use student performance results for school accountability and continuous improvement	21	32	24	22	34	29	27	23

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BE - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	30	30	27	33	11	12	14	23
More flexibility to identify students for services	25	31	28	31	12	9	12	19
Extend learning time	30	30	29	37	17	19	17	18
Minimize pull-out programs	29	24	20	24	17	17	14	16
Develop a parent involvement policy	29	28	28	25	11	9	14	22
Develop a school-parent compact	31*	12*	23	20	10	9+	12*	22*
Assess student performance against high standards	28	36	34	34	13	8	16	25
Use student performance results for school accountability and continuous improvement	33	28	32	27	11	11	17	28

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BF - School Size

	Not at All				Small Extent			
	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	18	20	19	11	43	38	34	35
More flexibility to identify students for services	25	21	24	20	40	38	32	45
Extend learning time	16	14	21	11	41	31	31	36
Minimize pull-out programs	25	26	31	28	37	30	30	37
Develop a parent involvement policy	29	27	31	32	27	36	24	30
Develop a school-parent compact	32	35	40	31	29	32	26	28
Assess student performance against high standards	19	22	24	21	33	33	25	22
Use student performance results for school accountability and continuous improvement	24	24	25	24	32	31	25	17

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BF - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)
	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	30	31	28	38	10	11	20	16
More flexibility to identify students for services	24	30	28	27	10	11	16	8
Extend learning time	33	34	28	35	9	21	20	18
Minimize pull-out programs	21	30	22	23	17	15	16	12
Develop a parent involvement policy	30	30	26	17	14	7	19	21
Develop a school-parent compact	24	26	18	26	15	7	16	15
Assess student performance against high standards	30	35	31	41	17	11	19	16
Use student performance results for school accountability and continuous improvement	29	31	32	37	15	14	19	22

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BG – School Improvement

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	14	19	37	31	38	30	39	29	14	16	15
More flexibility to identify students for services	23	23	22	36	37	37	28	27	28	13	13	13
Extend learning time	17	10	18	34	42	33	32	36	31	18	12	18
Minimize pull-out programs	28	27	28	32	37	31	25	24	25	16	13	16
Develop a parent involvement policy	29	22	31	29	42	27	28	18	29	14	19	13
Develop a school-parent compact	36	34	36	29	20	30	22	27	22	13	20	12
Assess student performance against high standards	22	11	24	29	24	30	33	47	31	16	19	15
Use student performance results for school accountability and continuous improvement	24	12*	25	28	27	29	31	31	31	17	29*	15

** Schools identified as in need of improvement

Question 32

Percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32A - School Type

	All Title I Schools (N=752)	SW (N=433)	TA (N=319)
	%	%	%
Serve targeted children in a pull-out setting	68	53*	80
Serve targeted children in an in-class setting	83	84	83
Provide both pull-out and in-class services	57	46	66
Provide extended time learning opportunities for targeted children	41	51*	32
Improve the entire educational program through a schoolwide program	57	93*	25
Provide summer learning opportunities	40	48*	33
Provide professional development activities	78	84*	73
Provide family literacy services	46	55*	38

Table 32B - Minority Enrollment

	0-49.9% (N=238)	50-79.9% (N=252)	80-100% (N=262)
	%	%	%
Serve targeted children in a pull-out setting	77*	62	56*
Serve targeted children in an in-class setting	79	87	88*
Provide both pull-out and in-class services	61	57	49
Provide extended time learning opportunities for targeted children	29*	48	56*
Improve the entire educational program through a schoolwide program	35*	75	81*
Provide summer learning opportunities	30*	48	52*
Provide professional development activities	69*	85	90*
Provide family literacy services	34*	53	63*

Question 32 (continued)

Percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32C - School Level

	Elementary (N=396)	Middle (N=196)	High (N=120)
	%	%	%
Serve targeted children in a pull-out setting	72*	58	47*
Serve targeted children in an in-class setting	85	78	85
Provide both pull-out and in-class services	61*	45	42*
Provide extended time learning opportunities for targeted children	39	46	43
Improve the entire educational program through a schoolwide program	58	50	59
Provide summer learning opportunities	41	35	44
Provide professional development activities	79	78	71
Provide family literacy services	51*	36	24*

Table 32D - Metropolitan Status

	Central City of MSA (N=264)	MSA not Central City (N=176)	Not MSA (N=312)
	%	%	%
Serve targeted children in a pull-out setting	59	71	71
Serve targeted children in an in-class setting	90*	79	82*
Provide both pull-out and in-class services	53	57	60
Provide extended time learning opportunities for targeted children	54*	41	32*
Improve the entire educational program through a schoolwide program	77*	45	51*
Provide summer learning opportunities	48	34	39
Provide professional development activities	91*	68	75*
Provide family literacy services	64*	48*	35*

Question 32 (continued)

Percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32E - Poverty Level

	0-34.9% (N=126)	35-49.9% (N=105)	50-74.9% (N=227)	75-100% (N=289)
	%	%	%	%
Serve targeted children in a pull-out setting	79+	78*+	63*	50*
Serve targeted children in an in-class setting	78	83	89	85
Provide both pull-out and in-class services	63	64+	58*	45*
Provide extended time learning opportunities for targeted children	28+	33*+	49	54*
Improve the entire educational program through a schoolwide program	35+	34*+	76	82*
Provide summer learning opportunities	26*+	42	47	50*
Provide professional development activities	62*+	77+	84	91*
Provide family literacy services	30+	40+	51*	65*

Table 32F - School Size

	Less than 300 (N=119)	300-499 (N=194)	500-999 (N=309)	1,000 or more (N=130)
	%	%	%	%
Serve targeted children in a pull-out setting	78+	69+	64*	41*
Serve targeted children in an in-class setting	80	86	82	94
Provide both pull-out and in-class services	65	59+	54*	38*
Provide extended time learning opportunities for targeted children	34	42	42	58
Improve the entire educational program through a schoolwide program	47	58	61	64
Provide summer learning opportunities	37	39	44	35
Provide professional development activities	73	75	82	88
Provide family literacy services	37	50	48	48

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Question 33

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33A - Title I Status

	All Title I Schools (N=773)	SW (N=448)	TA (N=325)
	%	%	%
Before school			
Percentage with program	16	18	14
Average hours per week	4	5	4
Average weeks per year	32	32	32
After school			
Percentage with program	44	53*	36
Average hours per week	5	5*	4
Average weeks per year	27	26	27
Weekend			
Percentage with program	5	7*	3
Average hours per week	3	3	3
Average weeks per year	18	19	16
Summer			
Percentage with program	37	39	36
Average hours per week	16	17*	15
Average weeks per year	5	6*	5

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Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33B – Minority Enrollment

	0-49.9% (N=243)	50-79.9% (N=255)	80-100% (N=275)
	%	%	%
Before school			
Percentage with program	13	18	18
Average hours per week	4	5	4
Average weeks per year	31	33	31
After school			
Percentage with program	32*	50*	62*
Average hours per week	4	4*	5
Average weeks per year	26	26	27
Weekend			
Percentage with program	2*	5*	11*
Average hours per week	3	3	3
Average weeks per year	26	18	16
Summer			
Percentage with program	33	42	41
Average hours per week	15	16	17
Average weeks per year	5	5	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33C – School Level

	Elementary (N=408)	Middle (N=202)	High (N=122)
	%	%	%
Before school			
Percentage with program	17	13	12
Average hours per week	4	4	4
Average weeks per year	32	29	34
After school			
Percentage with program	44	47	35
Average hours per week	5	5	5
Average weeks per year	25*	29*	34*
Weekend			
Percentage with program	4	5	11
Average hours per week	3	4	3
Average weeks per year	18	18	19
Summer			
Percentage with program	39	32	37
Average hours per week	16	18	18
Average weeks per year	5	6	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33D – Metropolitan Status

	Central City of MSA (N=272)	MSA not Central City (N=182)	Not MSA (N=319)
	%	%	%
Before school			
Percentage with program	22	18	11*
Average hours per week	4	4	4
Average weeks per year	31	33	32
After school			
Percentage with program	57	48*	34*
Average hours per week	5	5	4
Average weeks per year	25	27	28
Weekend			
Percentage with program	10	6*	1*
Average hours per week	4*	3*	4
Average weeks per year	16*	24	19
Summer			
Percentage with program	40	35	37
Average hours per week	16	15	17
Average weeks per year	5	6	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33E – Poverty Level

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=230)	75-100% (N=302)
	%	%	%	
Before school				
Percentage with program	11	18	18	16
Average hours per week	4	4	5	4
Average weeks per year	32	30	32	32
After school				
Percentage with program	30+	37+	50	61*
Average hours per week	4	5	4	5
Average weeks per year	28	25	27	27
Weekend[a]				
Percentage with program	2	2+	5*	10*
Average hours per week	2	4	3	3
Average weeks per year	34*+	12	19	16*
Summer				
Percentage with program	29	41	41	41*
Average hours per week	16	15	16	17
Average weeks per year	4	6	5	6*

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33F – School Size

	Less than 300 (N=122)	300-499 (N=199)	500-999 (N=318)	1,000 or more (N=134)
	%	%	%	
Before school				
Percentage with program	11	14	20	17
Average hours per week	5	5	4	5
Average weeks per year	33	31	31	35
After school				
Percentage with program	31+	43+	50*	66*
Average hours per week	4	4+	5	6*
Average weeks per year	23	25+	28*	32*
Weekend[a]				
Percentage with program	<1*+	3*+	7*	17*
Average hours per week	6*+	3	3	3*
Average weeks per year	10+	24	16	19*
Summer				
Percentage with program	34	35	41	40
Average hours per week	16	15	16	18
Average weeks per year	5	5+	5*	8*

Question 34

Percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics

Table 34A - Title I Status

	All Title I Schools (N=712)	SW (N=416)	TA (N=296)
	%	%	%
Met AYP target in 1995-96			
Yes	63	57	67
No	12	16*	8
Don't know	26	27	24
Met AYP target in 1996-97			
Yes	63	61	64
No	13	16	11
Don't know	24	22	25

Table 34B - Minority Enrollment

	0-49.9% (N=225)	50-79.9% (N=231)	80-100% (N=256)
	%	%	%
Met AYP target in 1995-96			
Yes	65	63	57
No	6	11*	27*
Don't know	29	26*	16*
Met AYP target in 1996-97			
Yes	64	62	61
No	10	11*	26*
Don't know	27	27*	13*

Question 34 (continued)

Percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics

Table 34C - School Level

	Elementary (N=373)	Middle (N=188)	High (N=113)
Met AYP target in 1995-96	%	%	%
Yes	65	56	53
No	11	17	12
Don't know	24	27	35
Met AYP target in 1996-97			
Yes	64	60	51
No	14	15	10
Don't know	22	25	39

Table 34D - Metropolitan Status

	Central City of MSA (N=253)	MSA not Central City (N=168)	Not MSA (N=291)
Met AYP target in 1995-96	%	%	%
Yes	57*	73*	61
No	22*	7	9*
Don't know	21	20*	31
Met AYP target in 1996-97			
Yes	62	73*	58
No	20*	8	12*
Don't know	18	19*	30*

Question 34 (continued)

Percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics

Table 34E - Poverty Level

	0-34.9% (N=118)	35-49.9% (N=100)	50-74.9% (N=207)	75-100% (N=283)
Met AYP target in 1995-96[a]	%	%	%	%
Yes	69	60	63	56*
No	4	10+	10*	27*
Don't know	28	30	27*	17
Met AYP target in 1996-97				
Yes	65	64	64	57
No	8	11+	10*	27*
Don't know	28	25+	26*	16*

Table 34F - School Size

	Less than 300 (N=110)	300-499 (N=187)	500-999 (N=290)	1,000 or more (N=125)
Met AYP target in 1995-96	%	%	%	%
Yes	61	62	66*	50
No	6	11+	14*	29*
Don't know	32	28	20	22
Met AYP target in 1996-97				
Yes	63	61	67*	46
No	6*+	14	16	26*
Don't know	31+	25*	17	28

Question 35A

Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by school characteristics

Table 35AA - Title I Status

	All Title I Schools (N=758)	SW (N=440)	TA (N=318)
	%	%	%
Yes	12	14	10
No	75	72	78
Don't know	13	14	13

Table 35AB1 - Minority Enrollment

	0-49.9% (N=237)	50-79.9% (N=252)	80-100% (N=269)
	%	%	%
Yes	7	12*	22*
No	78	75	68
Don't know	15	13	10

Table 35AB2 - Minority Enrollment

	0-49.9% (N=237)	50-100% (N=521)
	%	%
Yes	7	16*
No	78	72
Don't know	15	12

Question 35A (continued)

Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by school characteristics

Table 35AC - School Level

	Elementary (N=400)	Middle (N=198)	High (N=119)
	%	%	%
Yes	13	12	9
No	76	69	77
Don't know	12	20	14

Table 35AD - Metropolitan Status

	Central City of MSA (N=266)	MSA not Central City (N=178)	Not MSA (N=314)
	%	%	%
Yes	17	8	11
No	72	76	76
Don't know	12	16	13

Table 35AE - Poverty Level

	0-34.9% (N=123)	35-49.9% (N=107)	50-74.9% (N=227)	75-100% (N=296)
	%	%	%	%
Yes	6	8+	12*	22*
No	80	74	75	70
Don't know	14	19+	13	8

Table 35AF - School Size

	Less than 300 (N=118)	300-499 (N=195)	500-999 (N=315)	1,000 or more (N=130)
	%	%	%	%
Yes	8	12	12	22
No	80	73	76	56
Don't know	11	15	12	21

Question 35B

Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by school characteristics

Table 35BA - Title I Status

	All Title I Schools (N=109)	SW (N=78)	TA (N=31)
Average	2	3*	1
	%	%	%
One year	46	28*	70
Two or more years	54	72*	30

Table 35BB - Minority Enrollment

	0-49.9% (N=13)	50-79.9% (N=26)	80-100% (N=70)
Average	1*	2*	3*
	%	%	%
One year[a]	78*	36	31*
Two or more years[a]	22*	64	69*

Table 35BC - School Level

	Elementary (N=50)	Middle (N=36)	High (N=22)
Average	2	2	2
	%	%	%
One year	48	32	64
Two or more years	52	68	36

Question 35B (continued)

Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by school characteristics

Table 35BD - Metropolitan Status

	Central City of MSA (N=44)	MSA not Central City (N=23)	Not MSA (N=42)
Average	2	3	2
	%	%	%
One year	40	38	55
Two or more years	60	62	45

Table 35BE - Poverty Level

	0-34.9% (N=5)	35-49.9% (N=7)	50-74.9% (N=22)	75-100% (N=75)
Average	1+	1+	2	3*
	%	%	%	%
One year[b]	100	50	36	34
Two or more years[b]	0	50	64	66

Table 35BF - School Size

	Less than 300 (N=12)	300-499 (N=28)	500-999 (N=40)	1,000 or more (N=29)
Average	3	2	2	3
	%	%	%	%
One year	47	51	41	48
Two or more years	53	49	59	52

Table 35BG. Percentage of schools identified as in need of improvement under Title I by number of years identified and by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
One year	46 (2077)	32	14	22	31
Two years	33 (1480)	0	20	40	40
Three years	8 (338)	0	0	18	82
Four or more years	13 (577)	0	0	31	69
ALL YEARS	100 (4472)	15 (672)	13 (589)	29 (1305)	43 (1906)

Question 35C

Percent of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics

Table 35CA - Title I Status

	All Title I Schools (N=123)	SW (N=89)	TA (N=34)
	%	%	%
Yes	47	62	28
No	36	27	49
Don't know	16	11	23

Table 35CB - Minority Enrollment

	0-49.9% (N=14)	50-79.9% (N=30)	80-100% (N=79)
	%	%	%
Yes	8	58	65
No	66	21	28
Don't know	26	21	7

Table 35CC - School Level[b]

	Elementary (N=57)	Middle (N=41)	High (N=23)
	%	%	%
Yes	45	57	54
No	37	31	46
Don't know	18	11	0

Question 35C (continued)

Percent of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics

Table 35CD - Metropolitan Status

	Central City Of MSA (N=56)	MSA not Central City (N=24)	Not MSA (N=43)
	%	%	%
Yes	53	45	43
No	34	49	33
Don't know	13	6	24

Table 35CE - Poverty Level[b]

	0-34.9% (N=5)	35-49.9% (N=8)	50-74.9% (N=24)	75-100% (N=86)
	%	%	%	%
Yes	15	0	55	65
No	37	96	22	29
Don't know	48	4	23	6

Table 35CE1. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>one year</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	39 (722)	18	0	47	76
No	42 (768)	25	91	53	24
Don't know	19 (356)	57	9	0	0

Table 35CE2. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>two years</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	53 (789)	0	0	70	63
No	35 (514)	0	100	0	37
Don't know	12 (177)	0	0	30	0

Table 35CE3. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>three years</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	82 (276)	0	0	0	100
No	18 (62)	0	0	100	0
Don't know	0 (0)	0	0	0	0

Table 35CE4. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for <u>four or more years</u>, by poverty level[b]

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	%	%	%	%	%
Yes	97 (561)	0	0	91	100
No	3 (16)	0	0	9	0
Don't know	0 (0)	0	0	0	0

Table 35CF - School Size[b]

	Less than 300 (N=11)	300-499 (N=31)	500-999 (N=48)	1,000 or more (N=33)
	%	%	%	%
Yes	55	50	40	54
No	4	42	43	46
Don't know	42	8	17	0

Question 36

Percentage of principals reporting to whom their school performance profile is provided, by school characteristics

Table 36A - Title I Status

	All Title I Schools (N=750)	SW (N=440)	TA (N=310)
	%	%	%
Teachers	94	96	92
Parents	91	95*	88
Community	86	91*	81

Table 36B - Minority Enrollment

	0-49.9% (N=230)	50-79.9% (N=253)	80-100% (N=267)
	%	%	%
Teachers	93	94	95
Parents	88	93	94
Community	85	85	89

Table 36C - School Level

	Elementary (N=395)	Middle (N=199)	High (N=115)
	%	%	%
Teachers	94	91	96
Parents	91	90	93
Community	85	85	92

Question 36 (continued)

Percentage of principals reporting to whom their school performance profile is provided, by school characteristics

Table 36D - Metropolitan Status

	Central City Of MSA (N=269)	MSA not Central City (N=175)	Not MSA (N=306)
	%	%	%
Teachers	98	92	92
Parents	97	90	88*
Community	92*	84	83*

Table 36E - Poverty Level

	0-34.9% (N=119)	35-49.9% (N=105)	50-74.9% (N=226)	75-100% (N=295)
	%	%	%	%
Teachers	92	96	93	96
Parents	87	91	91	95
Community	83	88	84	89

Table 36F - School Size

	Less than 300 (N=115)	300-499 (N=193)	500-999 (N=312)	1,000 or more (N=130)
	%	%	%	%
Teachers	90	93	97	95
Parents	87	88	96	93
Community	79+	82*+	92	91*

Question 37

Percentage of principals reporting to what extent they perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents, and the community, by school characteristics

Table 37A - Title I Status

	All Title I Schools (N=741)	SW (N=434)	TA (N=307)
	%	%	%
Not at all	5	3	7
Small extent	26	19*	33
Moderate extent	45	46	43
Great extent	24	32*	17

Table 37B - Minority Enrollment

	0-49.9% (N=230)	50-79.9% (N=249)	80-100% (N=262)
	%	%	%
Not at all	6	4	4
Small extent	29	28	19*
Moderate extent	49	40	42
Great extent	16*	28	35*

Table 37C - School Level

	Elementary (N=392)	Middle (N=194)	High (N=114)
	%	%	%
Not at all	4	8	7
Small extent	26	28	30
Moderate extent	46	38	51
Great extent	24	26	11

Question 37 (continued)

Percentage of principals reporting to what extent they perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents, and the community, by school characteristics

Table 37D - Metropolitan Status

	Central City of MSA (N=261)	MSA not Central City (N=176)	Not MSA (N=304)
	%	%	%
Not at all	1	2*	9*
Small extent	22	23	31
Moderate extent	43	51	43
Great extent	34*	24	18*

Table 37E - Poverty Level

	0-34.9% (N=119)	35-49.9% (N=106)	50-74.9% (N=222)	75-100% (N=289
	%	%	%	%
Not at all	7	4	4	4
Small extent	28	31	28	17
Moderate extent	50	43	41	45
Great extent	15	22	26	34

Table 37F - School Size

	Less than 300 (N=111	300-499 (N=193)	500-999 (N=309)	1,000 or more (N=128)
	%	%	%	%
Not at all	10	4	2	6
Small extent	26	26	28	22
Moderate extent	. 42	49	42	51
Great extent	23	21	28	21

Question 38

Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by school characteristics

Table 38A - Title I Status[a]

	All Title I Schools (N=767)	SW (N=445)	TA (N=322)
	%	%	%
Yes	69	81*	59
No	29	18*	39
Don't know	2	1	2

Table 38B - Minority Enrollment[b]

	0-49.9% (N=242)	50-79.9% (N=252)	80-100% (N=273)
	%	%	%
Yes	60	73	84
No	39	24	16
Don't know	1	3	0

Table 38C - School Level

	Elementary (N=407)	Middle (N=199)	High (N=120)
	%	%	%
Yes	72	63	59
No	27	34	41
Don't know	1	3	<1

Question 38 (continued)

Percentage of principals reporting that their school employs paraprofessionals or teacher aides paid for at least partially by Title I, by school characteristics

Table 38D - Metropolitan Status[a]

	Central City of MSA (N=268)	MSA not Central City (N=181)	Not MSA (N=318)
	%	%	%
Yes	79*	53*	71
No	20*	44*	28
Don't know	1	3	1

Table 38E - Poverty Level[b]

	0-34.9% (N=126)	35-49.9% (N=109)	50-74.9% (N=228)	75-100% (N=299)
	%	%	%	%
Yes	53	67	74	84
No	45	32	22	16
Don't know	1	1	4	0

Table 38F - School Size[b]

	Less than 300 (N=121)	300-499 (N=199)	500-999 (N=317)	1,000 or more (N=130)
	%	%	%	%
Yes	65	69	71	71
No	33	30	27	29
Don't know	2	1	2	0

Question 39

Average percentage of time as reported by principals that paraprofessionals spend in various activities, by school characteristics

Table 39A - Title I Status

	All Title I Schools (N=538)	SW (N=344)	TA (N=194)
	%	%	%
Working one-on-one with students	33	34	32
Working with students in groups	52	51	54
Doing clerical tasks	8	9	8
Working with parents	4	5*	3

Table 39B - Minority Enrollment

	0-49.9% (N=139)	50-79.9% (N=181)	80-100% (N=218)
	%	%	%
Working one-on-one with students	32	34	34
Working with students in groups	53	53	50
Doing clerical tasks	8	9	9
Working with parents	3	4	5

Table 39C - School Level

	Elementary (N=298)	Middle (N=139)	High (N=72)
	%	%	%
Working one-on-one with students	32	36	38
Working with students in groups	55*	43	42*
Doing clerical tasks	8	10*	16*
Working with parents	4	3	2

Question 39 (continued)

Average percentage of time as reported by principals that paraprofessionals spend in various activities, by school characteristics

Table 39D - Metropolitan Status

	Central City of MSA (N=202)	MSA not Central City (N=118)	Not MSA (N=218)
	%	%	%
Working one-on-one with students	33	31	34
Working with students in groups	50	54	53
Doing clerical tasks	9	10	8
Working with parents	6	3	3*

Table 39E - Poverty Level

	0-34.9% (N=65)	35-49.9% (N=70)	50-74.9% (N=160)	75-100% (N=240)
	%	%	%	%
Working one-on-one with students	34	29	33	34
Working with students in groups	51	57	53	50
Doing clerical tasks	8	8	8	9
Working with parents	2	3	4	5

Table 39F - School Size

	Less than 300 (N=76)	300-499 (N=138)	500-999 (N=222)	1,000 or more (N=102)
	%	%	%	%
Working one-on-one with students	36	31	33	32
Working with students in groups	49	56	52	52
Doing clerical tasks	9	7	9	10
Working with parents	3	4	4	4

Question 40

Average percentage of paraprofessionals or teacher aides lacking a high school diploma as reported by the principal, by school characteristics

Table 40A - Title I Status

	All Title I Schools (N=541)	SW (N=351)	TA (N=190)
Average	1	2	1
	%	%	%
School has no paraprofessionals lacking a diploma	98	97	98
School has paraprofessionals lacking a diploma	2	3	2

Table 40B - Minority Enrollment

	0-49.9% (N=144)	50-79.9% (N=182)	80-100% (N=215)
Average	1	1	2
	%	%	%
School has no paraprofessionals lacking a diploma	98	99	96
School has paraprofessionals lacking a diploma	2	1	4

Table 40C - School Level

	Elementary (N=299)	Middle (N=136)	High (N=76)
Average	1	<1	1
	%	%	%
School has no paraprofessionals lacking a diploma[a]	97*	100	99
School has paraprofessionals lacking a diploma[a]	3*	<1	1

Question 40 (continued)

Average percentage of paraprofessionals or teacher aides lacking a high school diploma as reported by the principal, by school characteristics

Table 40D - Metropolitan Status

	Central City of MSA (N=202)	MSA not Central City (N=116)	Not MSA (N=223)
Average	2	<1	1
	%	%	%
School has no paraprofessionals lacking a diploma[a]	95*	100	99*
School has paraprofessionals lacking a diploma[a]	5*	<1	1*

Table 40E - Poverty Level

	0-34.9% (N=67)	35-49.9% (N=72)	50-74.9% (N=161)	75-100% (N=237)
Average	<1	<1	2	2
	%	%	%	
School has no paraprofessionals lacking a diploma	98	100	98	96
School has paraprofessionals lacking a diploma	2	<1	2	4

Table 40F - School Size

	Less than 300 (N=80)	300-499 (N=139)	500-999 (N=223)	1,000 or more (N=99)
Average	1	2	1	2
	%	%	%	
School has no paraprofessionals lacking a diploma	99	97	98	98
School has paraprofessionals lacking a diploma	1	3	2	2

Question 41

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma are working to earn a diploma or GED within the next two years, by school characteristics

Table 41A - Title I Status[b]

	All Title I Schools (N=16)	SW (N=9)	TA (N=7)
	%	%	%
Yes	16	0	35
No	29	19	42
Don't know	55	81	24

Table 41B - Minority Enrollment[b]

	0-49.9% (N=2)	50-79.9% (N=3)	80-100% (N=11)
	%	%	%
Yes	0	0	22
No	92	0	17
Don't know	8	100	61

Table 41C - School Level[b]

	Elementary (N=10)	Middle (N=5)	High (N=1)
	%	%	%
Yes	18	3	0
No	33	11	0
Don't know	49	86	100

Question 41 (continued)

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma are working to earn a diploma or GED within the next two years, by school characteristics

Table 41D - Metropolitan Status[b]

	Central City of MSA (N=12)	MSA not Central City (N=3)	Not MSA (N=1)
	%	%	%
Yes	19	5	0
No	37	0	0
Don't know	44	95	100

Table 41E - Poverty Level[b]

	0-34.9% (N=2)	35-49.9% (N=1)	50-74.9% (N=3)	75-100% (N=10)
	%	%	%	%
Yes	0	0	0	26
No	59	0	0	21
Don't know	41	100	100	53

Table 41F - School Size[b]

	Less than 300 (N=0)	300-499 (N=4)	500-999 (N=4)	1,000 or more (N=8)
	%	%	%	%
Yes	0	28	0	4
No	0	51	0	14
Don't know	0	22	100	81

Question 42

Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics

Table 42A - Title I Status

	All Title I Schools (N=375)	SW (N=242)	TA (N=133)
	%	%	%
Career ladder for paraprofessionals/teacher aides	38	41	35
Release time for classwork or studying for a high school diploma or GED	6	9*	3
Funding for high school diploma or GED classes[b]	2	4	0
Release time for classwork or studying for higher education courses	22	24	20
Funding for higher education classes	33	36	29

Table 42B - Minority Enrollment

	0-49.9% (N=90)	50-79.9% (N=118)	80-100% (N=167)
	%	%	%
Career ladder for paraprofessionals/teacher aides	31	32*	55*
Release time for classwork or studying for a high school diploma or GED	4	5	10
Funding for high school diploma or GED classes	1	1	5
Release time for classwork or studying for higher education courses	21	21	24
Funding for higher education classes	24	34	45*

Question 42 (continued)

Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics

Table 42C - School Level

	Elementary (N=208)	Middle (N=97)	High (N=52)
	%	%	%
Career ladder for paraprofessionals/teacher aides	41*	24	34
Release time for classwork or studying for a high school diploma or GED	4	6	20
Funding for high school diploma or GED classes	2	2	<1
Release time for classwork or studying for higher education courses	22	22	27
Funding for higher education classes	31	35	46

Table 42D - Metropolitan Status

	Central City of MSA (N=141)	MSA not Central City (N=82)	Not MSA (N=152)
	%	%	%
Career ladder for paraprofessionals/teacher aides	59*	41	25*
Release time for classwork or studying for a high school diploma or GED	10*	3	4
Funding for high school diploma or GED classes	4	<1	2
Release time for classwork or studying for higher education courses	19	16	26
Funding for higher education classes	32	33	33

Question 42 (continued)

Percentage of principals reporting that the school district provides support for educational improvement for paraprofessionals or teacher aides, by school characteristics

Table 42E - Poverty Level

	0-34.9% (N=42)	35-49.9% (N=46)	50-74.9% (N=103)	75-100% (N=182)
	%	%	%	%
Career ladder for paraprofessionals/teacher aides	31	25+	35	53*
Release time for classwork or studying for a high school diploma or GED	5	1	6	9
Funding for high school diploma or GED classes	1	1	3	3
Release time for classwork or studying for higher education courses	18	24	24	22
Funding for higher education classes	28	22	33	41

Table 42F - School Size

	Less than 300 (N=56)	300-499 (N=87)	500-999 (N=153)	1,000 or more (N=79)
	%	%	%	%
Career ladder for paraprofessionals/teacher aides	31	36+	39*	70*
Release time for classwork or studying for a high school diploma or GED	5	6	4	19
Funding for high school diploma or GED classes	3	<1	3	2
Release time for classwork or studying for higher education courses	20	19	22	42
Funding for higher education classes	36	28	33	46

Question 43

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma or GED are proficient in a language other than English spoken by their students, by school characteristics

Table 43A - Title I Status

	All Title I Schools (N=11)	SW (N=9)	TA (N=20)
	%	%	%
Yes	57	66	45
No	42	34	52
Don't know	1	<1	2

Table 43B - Minority Enrollment[b]

	0-49.9% (N=3)	50-79.9% (N=3)	80-100% (N=14)
	%	%	%
Yes	33	100	59
No	62	0	41
Don't know	6	0	<1

Table 43C - School Level[b]

	Elementary (N=13)	Middle (N=6)	High (N=1)
	%	%	%
Yes	58	50	0
No	40	50	0
Don't know	1	0	100

Question 43 (continued)

Percentage of principals reporting that paraprofessionals or teacher aides who lack a high school diploma or GED are proficient in a language other than English spoken by their students, by school characteristics

Table 43D - Metropolitan Status[b]

	Central City of MSA (N=13)	MSA not Central City (N=4)	Not MSA (N=3)
	%	%	%
Yes	48	92	61
No	52	0	39
Don't know	<1	8	0

Table 43E - Poverty Level[b]

	0-34.9% (N=2)	35-49.9% (N=2)	50-74.9% (N=3)	75-100% (N=13)
	%	%	%	%
Yes	0	85	100	66
No	100	0	0	34
Don't know	0	15	0	<1

Table 43F - School Size[b]

	Less than 300 (N=1)	300-499 (N=4)	500-999 (N=7)	1,000 or more (N=8)
	%	%	%	%
Yes	100	0	100	48
No	0	100	0	37
Don't know	0	0	0	15

Question 44

Percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents, by school characteristics

Table 44A - Title I Status

	All Title I Schools (N=757)	SW (N=441)	TA (N=316)
	%	%	%
Yes	77	81	74
No	23	19	26

Table 44B - Minority Enrollment

	0-49.9% (N=236)	50-79.9% (N=252)	80-100% (N=269)
	%	%	%
Yes	74	81	80
No	26	19	20

Table 44C - School Level

	Elementary (N=402)	Middle (N=199)	High (N=115)
	%	%	%
Yes	78	77	75
No	22	23	25

Table 44D - Metropolitan Status

	Central City of MSA (N=264)	MSA not Central City (N=179)	Not MSA (N=314)
	%	%	%
Yes	79	75	78
No	21	25	22

Question 44 (continued)

Percentage of principals reporting that their school has a parent involvement policy that describes shared responsibilities for school staff and parents, by school characteristics

Table 44E - Poverty Level

	0-34.9% (N=125)	35-49.9% (N=105)	50-74.9% (N=227)	75-100% (N=295)
	%	%	%	%
Yes	70	77	81	82
No	30	23	19	18

Table 44F - School Size

	Less than 300 (N=120)	300-499 (N=196)	500-999 (N=311)	1,000 or more (N=130)
	%	%	%	%
Yes	78	75	78	83
No	22	25	22	17

Question 45

Percentage of principals reporting that their school has a school-parent compact by school characteristics

Table 45A - Title I Status

	All Title I Schools (N=765)	SW (N=447)	TA (N=318)
	%	%	%
Yes	74	80	69
No	26	20	31

Table 45B - Minority Enrollment

	0-49.9% (N=238)	50-79.9% (N=253)	80-100% (N=274)
	%	%	%
Yes	66*	84	80*
No	34	16	20

Table 45C - School Level

	Elementary (N=406)	Middle (N=200)	High (N=118)
	%	%	%
Yes	77	70	55*
No	23	30	45*

Table 45D - Metropolitan Status

	Central City of MSA (N=271)	MSA not Central City (N=179)	Not MSA (N=315)
	%	%	%
Yes	79	70	74
No	21	30	26

Question 45 (continued)

Percentage of principals reporting that their school has a school-parent compact by school characteristics

Table 45E - Poverty Level

	0-34.9% (N=125)	35-49.9% (N=106)	50-74.9% (N=228)	75-100% (N=301)
	%	%	%	%
Yes	62*+	74	84	80*
No	38	26	16	20

Table 45F - School Size

	Less than 300 (N=119)	300-499 (N=199)	500-999 (N=316)	1,000 or more (N=131)
	%	%	%	%
Yes	71	70	81	75
No	29	30	19	25

Question 46

Percentage of principals from targeted assistance schools reporting on who receives the school-parent compact, by school characteristics

Table 46A - Title I Status

	All Targeted Assistance Schools (N=194)
	%
All parents	35
Title I parents	65

Table 46B - Minority Enrollment

	0-49.9% (N=110)	50-79.9% (N=58)	80-100% (N=26)
	%	%	%
All parents	28	49	57
Title I parents	72*	51	43*

Table 46C - School Level

	Elementary (N=125)	Middle (N=43)	High (N=19)
	%	%	%
All parents	35	28	27
Title I parents	65	72	73

Table 46D - Metropolitan Status

	Central City of MSA (N=45)	MSA not Central City (N=54)	Not MSA (N=95)
	%	%	%
All parents	48	30	33
Title I parents	52	70	67

Question 46 (continued)

Percentage of principals from targeted assistance schools reporting on who receives the school-parent compact, by school characteristics

Table 46E - Poverty Level

	0-34.9% (N=56)	35-49.9% (N=56)	50-74.9% (N=53)	75-100% (N=26)
	%	%	%	%
All parents	21	40	49	56
Title I parents	79*+	60	51	44*

Table 46F - School Size

	Less than 300 (N=33)	300-499 (N=55)	500-999 (N=83)	1,000 or more (N=23)
	%	%	%	%
All parents	34	35	35	38
Title I parents	66	65	65	62

Question 47

Percentage of principals reporting on the persons who participated in developing the school-parent compact by school characteristics

Table 47A - Title I Status

	All Title I Schools (N=584)	SW (N=366)	TA (N=218)
	%	%	%
Principal	81	84	79
Teacher	87	84	90
Parent	77	81	74
Title I Liaison	75	77	72

Table 47B - Minority Enrollment

	0-49.9% (N=152)	50-79.9% (N=206)	80-100% (N=226)
	%	%	%
Principal	74*	90	84*
Teacher	86	90	84
Parent	72	80	84
Title I Liaison	76	77	68

Table 47C - School Level

	Elementary (N=322)	Middle (N=148)	High (N=83)
	%	%	%
Principal	81	78	83
Teacher	86	85	96
Parent	77	78	80
Title I Liaison	74	81	63

Question 47 (continued)

Percentage of principals reporting on the persons who participated in developing the school-parent compact by school characteristics

Table 47D - Metropolitan Status

	Central City of MSA (N=215)	MSA not Central City (N=134)	Not MSA (N=235)
	%	%	%
Principal	90*	79	77*
Teacher	88	89	85
Parent	81	74	76
Title I Liaison	71	71	78

Table 47E - Poverty

	0-34.9% (N=73)	35-49.9% (N=75)	50-74.9% (N=186)	75-100% (N=246)
	%	%	%	%
Principal	72+	75*	89	86*
Teacher	90	80	90	85
Parent	75	68	78	84
Title I Liaison	74	75	78	70

Table 47F - School Size

	Less than 300 (N=80)	300-499 (N=142)	500-999 (N=259)	1,000 or more (N=103)
	%	%	%	%
Principal	72	85	84	86
Teacher	85	84	90	89
Parent	76	77	78	84
Title I Liaison	74	72	76	83

Question 48

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48A - Title I Status

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)	All Title I Schools (N=574)	SW (N=360)	TA (N=214)
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	9	6	11	60	63	57	20	21	20	11	9	12
Parent participation in school-related decision-making such as budget considerations or curriculum reform	38	35	41	41	44	38	13	16	10	8	6	10
Parent volunteering in the classroom	28	23	34	41	44	38	23	27	19	8	7	10
Other parent volunteering	25	21	28	35	36	35	23	28	19	17	15	19
Parents' awareness of state standards for learning	28	24*	32	42	41	43	21	27*	15	10	9	11
Parents' awareness of skills students need to meet state standards for learning	22	21	23	44	41	46	25	30	20	9	8	11
Student attendance	15	13	16	43	43	43	31	36	27	11	9	14
Student discipline	16	12	19	45	46	43	30	34	25	10	7	12
Homework completion	11	8	14	51	51	50	28	29	26	10	11	10
Reading at home	10	9	11	46	48	43	33	30	36	12	13	10
Student preparedness for school	17	14	20	46	47	44	23	26	19	15	12	17
School climate	12	7*	17	44	44	43	36	41	31	8	8	9
Teacher-parent relations	16	16	16	38	38	38	38	38	37	8	7	9

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48B - Minority Enrollment

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	0-49.9% (N=148)	50-79.9% (N=205)	80-100% (N=221)	0-49.9% (N=148)	50-79.9% (N=205)	80-100% (N=221)	0-49.9% (N=148)	50-79.9% (N=205)	80-100% (N=221)	0-49.9% (N=148)	50-79.9% (N=205)	80-100% (N=221)
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	11	7	6	54	69	60	22	16	23	13	8	11
Parent participation in school-related decision-making such as budget considerations or curriculum reform	46*	31	34	35*	48	42	9*	17	15	10	4	9
Parent volunteering in the classroom	39*	22	18*	36	46	43	15*	27	31*	11	5	8
Other parent volunteering	30	23	18	34	34	40	16	28	30	20	16	12
Parents' awareness of state standards for learning	31	25	25	41	45	40	17	22	28	11	9	8
Parents' awareness of skills students need to meet state standards for learning	24	21	20	42	46	42	21	26	30	13	6	8
Student attendance	19	11	12	41	45	45	28	34	33	13	11	10
Student discipline	21	10	13	44	45	46	24	35	33	11	10	8
Homework completion	15	9	9	48	55	50	25	29	31	12	8	9
Reading at home	13	7	10	40	53	45	34	30	34	13	10	11
Student preparedness for school	20	16	13	43	47	46	20	21	29	17	14	12
School climate	18	11	5	40	47	46	33	35	41	10	7	8
Teacher parent relations	16	18	14	36	39	40	37	36	37	9	7	8

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48C - School Level

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	Elementary (N=313)	Middle (N=150)	High (N=80)	Elementary (N=313)	Middle (N=150)	High (N=80)	Elementary (N=313)	Middle (N=150)	High (N=80)	Elementary (N=313)	Middle (N=150)	High (N=80)
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	6	19	9	62	54	58	22	14	12	10	13	20
Parent participation in school-related decision-making such as budget considerations or curriculum reform	37	46	25	43	30	51	13	11	7	6	13	17
Parent volunteering in the classroom[a]	24*	37*	62*	44	33	19*	24	17	11	7	13	7
Other parent volunteering	22	32	31	36	32	30	26	19	15	16	18	25
Parents' awareness of state standards for learning	28	34	13	42	35	55	21	16	20	9	15	13
Parents' awareness of skills students need to meet state standards for learning	22	26	12	44	41	49	25	20	31	9	12	8
Student attendance	13	21	10	43	39	55	32	27	27	11	13	9
Student discipline	14	21	16	43	51	60	33	16	15	9	12	9
Homework completion	9	17	16	52	49	41	29	21	28	10	13	16
Reading at home	8	17	16	46	41	45	36	23	20	10	18	18
Student preparedness for school	15	21	19	43	53	55	26	13	9	16	13	17
School climate	11	18	14	44	44	36	37	27	40	8	10	10
Teacher-parent relations	16	20	9	38	34	37	38	32	47	7	13	7

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Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48D - Metropolitan Status

	Not at All Helpful			Somewhat Helpful			Very Helpful			Don't Know		
	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)	Central City of MSA (N=212)	MSA not Central City (N=133)	Not MSA (N=229)
	%	%	%	%	%	%	%	%	%	%	%	%
Parents helping students with learning at home	7	15	7	64	46	64	22	24	18	7	15	11
Parent participation in school-related decision-making such as budget considerations or curriculum reform	35	38	40	42	40	41	18	12	10	5	10	8
Parent volunteering in the classroom	23	36	28	42	36	43	31	18	20	4	10	10
Other parent volunteering	18	30	26	38	30	36	32	25	17	11	15	21
Parents' awareness of state standards for learning	27	36	24	38	39	46	27	18	18	8	7	12
Parents' awareness of skills students need to meet state standards for learning	21	29	19	46	41	44	27	24	24	6	7	13
Student attendance	12	20	13	42	34	48	37	33	26	9	13	12
Student discipline	13	20	16	42	37	51	39	30	23	6	13	11
Homework completion	9	16	10	56	44	51	29	28	26	6	12	12
Reading at home	9	17	7	51	34	48	34	35	31	6	14	14
Student preparedness for school	20	17	15	43	38	51	27	31	16	10	14	18
School climate	7	13	16*	42	41	46	47	35	30*	5	11	9
Teacher-parent relations	19	15	15	34	39	40	42	40	34	4	6	12

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48E - Poverty Level

	Not at All Helpful				Somewhat Helpful			
	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home[a]	17*+	4	7	6*	43*+	67	69	63*
Parent participation in school-related decision-making such as budget considerations or curriculum reform	46	42	33	32	33	42	46	45
Parent volunteering in the classroom	39+	37+	24	17*	26*+	48	45	46*
Other parent volunteering	32	27	25	18	30	39	34	38
Parents' awareness of state standards for learning	31	31	26	25	44	38	47	35
Parents' awareness of skills students need to meet state standards for learning	27	18	24	18	38	50	47	42
Student attendance	23	13	12	12	33	52	47	42
Student discipline	25	18	11	12	35	56	48	44
Homework completion	22	7	10	7	39	58	56	52
Reading at home	16	8	9	8	36	44	56	46
Student preparedness for school	23	14	17	12	33	56	51	47
School climate	25*+	7	12*	5*	32*	49	47	47
Teacher-parent relations	18	13	18	15	38	33	39	41

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48E - Poverty Level (continued)

	Very Helpful				Don't Know			
	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)	0-34.9% (N=72)	35-49.9% (N=73)	50-74.9% (N=184)	75-100% (N=241)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home	24	22	15	21	16	7	9	10
Parent participation in school-related decision-making such as budget considerations or curriculum reform	7	10	17	16	14	6	4	8
Parent volunteering in the classroom	17	14+	26	30*	18*+	1*	6	6
Other parent volunteering	17	17	25	31	21	17	16	13
Parents' awareness of state standards for learning	12	21	18	32	13	10	9	8
Parents' awareness of skills students need to meet state standards for learning	21	22	22	34	15	11	7	6
Student attendance	28	28	29	38	17	7	13	8
Student discipline	26	21	30	38	14	5	11	7
Homework completion	25	26	25	33	14	9	10	8
Reading at home	32	38	27	35	16	11	9	11
Student preparedness for school	20	23	16	30	23	7	16	11
School climate	31	35	34	42	12	9	8	7
Teacher-parent relations	32	49	36	37	12	5	7	8

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48F - School Size

	Not at All Helpful				Somewhat Helpful			
	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home	4	10	9	15	62	65	59	39
Parent participation in school-related decision-making such as budget considerations or curriculum reform	44	38	35	36	34	47	42	31
Parent volunteering in the classroom	33	30	22	46	34	45	44	25
Other parent volunteering	30	25	20	37	25	34	42	34
Parents' awareness of state standards for learning	29	26	27	40	41	41	45	32
Parents' awareness of skills students need to meet state standards for learning	17	18	26	38	39	49	44	29
Student attendance	13	12	15	32	34	51	44	30
Student discipline	14	16	15	31	40	50	46	30
Homework completion	10	12	10	23	45	56	52	58
Reading at home	7	10	9	28	40	51	46	36
Student preparedness for school	20	19	11	30	41	49	49	24
School climate	12	11	12	23	33	52	44	35
Teacher-parent relations	12	15	17	30	30	45	37	35

Question 48 (continued)

Percentage of principals reporting to what extent the school-parent compact has been helpful in various areas, by school characteristics

Table 48F - School Size (continued)

	Very Helpful				Don't Know			
	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)	Less than 300 (N=79)	300-499 (N=140)	500-999 (N=253)	1,000 or more (N=102)
	%	%	%	%	%	%	%	%
Parents helping students with learning at home	21	18	23	10	13	7	9	36
Parent participation in school-related decision-making such as budget considerations or curriculum reform	14	11	15	7	8	5	8	26
Parent volunteering in the classroom	24	16	27	17	9	9	7	13
Other parent volunteering	28	22	22	13	17	18	16	17
Parents' awareness of state standards for learning	19	22	21	18	11	11	7	10
Parents' awareness of skills students need to meet state standards for learning	28	25	23	24	16	8	6	9
Student attendance	39	28	30	21	14	8	11	18
Student discipline	31	28	31	22	15	7	8	17
Homework completion	30	25	29	22	16	8	9	18
Reading at home	37	31	34	19	16	7	11	18
Student preparedness for school	16	20	29	21	23	12	10	26
School climate	38	35	36	27	17	2	8	15
Teacher-parent relations	43	33	40	25	16	6	5	9

Question 49

Percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

Table 49A - Title I Status

	All Title I Schools (N=579)	SW (N=363)	TA (N=216)
	%	%	%
Discussions at PTA meetings	30	41*	19
Meetings(s) called specifically to develop the compact	72	71	73
Other meeting(s)	28	31	26
Parent survey	47	56*	38
School staff survey	48	51	46
Review of other schools' compacts	60	54*	65
Technical assistance provided by the state education department	25	17*	32
Technical assistance provided by the regional assistance providers	12	12	11
Technical assistance provided by district	33	42*	25

Table 49B - Minority Enrollment

	0-49.9% (N=151)	50-79.9% (N=206)	80-100% (N=222)
	%	%	%
Discussions at PTA meetings	15*	35*	50*
Meetings(s) called specifically to develop the compact	75	72	67
Other meeting(s)	25	33	29
Parent survey	37*	54	56*
School staff survey	40*	55	55*
Review of other schools' compacts	70	61*	39*
Technical assistance provided by the state education department	33	25*	10*
Technical assistance provided by the regional assistance providers	13	16*	5*
Technical assistance provided by district	24*	40	41*

Question 49 (continued)

Percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

Table 49C - School Level

	Elementary (N=318)	Middle (N=148)	High (N=82)
	%	%	%
Discussions at PTA meetings	30	30	22
Meetings(s) called specifically to develop the compact	73	71	69
Other meeting(s)	29	30	28
Parent survey	46	46	51
School staff survey	48	42	52
Review of other schools' compacts	60	52	65
Technical assistance provided by the state education department	25	20	27
Technical assistance provided by the regional assistance providers	10	14	10
Technical assistance provided by district	33	32	41

Table 49D - Metropolitan Status

	Central City of MSA (N=214)	MSA not Central City (N=131)	Not MSA (N=234)
	%	%	%
Discussions at PTA meetings	46*	28	20*
Meetings(s) called specifically to develop the compact	65	77	74
Other meeting(s)	32	37	22
Parent survey	52	41	46
School staff survey	47	43	51
Review of other schools' compacts	49*	65	64*
Technical assistance provided by the state education department	14*	29	29*
Technical assistance provided by the regional assistance providers	7	11	16*
Technical assistance provided by district	41	42*	24*

Question 49 (continued)

Percentage of principals reporting that selected processes were used to develop the school parent compact, by school characteristics

Table 49E - Poverty Level

	0-34.9% (N=72)	35-49.9% (N=75)	50-74.9% (N=185)	75-100% (N=243)
	%	%	%	%
Discussions at PTA meetings	16+	15*+	34*	49*
Meetings(s) called specifically to develop the compact	82*	65	75	65*
Other meeting(s)	24	28	32	30
Parent survey	32+	41+	52	57*
School staff survey	40	38+	52	58*
Review of other schools' compacts	67	72*+	58*	45*
Technical assistance provided by the state education department	32	35+	25*	10*
Technical assistance provided by the regional assistance providers	13	13	15	7
Technical assistance provided by district	22+	26*	43	39*

Table 49F - School Size

	Less than 300 (N=82)	300-499 (N=142)	500-999 (N=255)	1,000 or more (N=100)
	%	%	%	%
Discussions at PTA meetings	22	28	35	34
Meetings(s) called specifically to develop the compact	69	75	73	65
Other meeting(s)	27	25	32	27
Parent survey	52	43	48	38
School staff survey	63*+	44	45	33*
Review of other schools' compacts	61	56	62	56
Technical assistance provided by the state education department	32	24	22	18
Technical assistance provided by the regional assistance providers	19	7	13	4
Technical assistance provided by district	21+	29*	42	47*

Question 50

Percentage of principals reporting the use of various procedures to evaluate their parent involvement policy including the school-parent compact, by school characteristics

Table 50A - Title I Status

	All Title I Schools (N=704)	SW (N=422)	TA (N=282)
	%	%	%
Parent survey	53	56	51
School personnel survey	37	43	32
Verbal feedback from parents	75	76	75
Verbal feedback from school personnel	68	74	62
No evaluation activities implemented	13	11	15

Table 50B - Minority Enrollment

	0-49.9% (N=213)	50-79.9% (N=235)	80-100% (N=256)
	%	%	%
Parent survey	50	60	50
School personnel survey	35	45	32
Verbal feedback from parents	74	77	76
Verbal feedback from school personnel	64	72	70
No evaluation activities implemented	15	12	11

Table 50C - School Level

	Elementary (N=374)	Middle (N=185)	High (N=108)
	%	%	%
Parent survey	51	52	62
School personnel survey	36	39	33
Verbal feedback from parents	78*	63	69
Verbal feedback from school personnel	70*	55	63
No evaluation activities implemented	12	20	16

Question 50 (continued)

Percentage of principals reporting the use of various procedures to evaluate their parent involvement policy including the school-parent compact, by school characteristics

Table 50D - Metropolitan Status

	Central City of MSA (N=246)	MSA not Central City (N=163)	Not MSA (N=295)
	%	%	%
Parent survey	50	56	53
School personnel survey	30	41	39
Verbal feedback from parents	81	72	74
Verbal feedback from school personnel	75	69	63
No evaluation activities implemented	10	16	14

Table 50E - Poverty Level

	0-34.9% (N=112)	35-49.9% (N=95)	50-74.9% (N=213)	75-100% (N=279)
	%	%	%	%
Parent survey	49	52	57	53
School personnel survey	31	39	42	36
Verbal feedback from parents	68	82	78	77
Verbal feedback from school personnel	58*+	73	72	72*
No evaluation activities implemented	17	12	12	10

Table 50F - School Size

	Less than 300 (N=113)	300-499 (N=178)	500-999 (N=294)	1,000 or more (N=119)
	%	%	%	%
Parent survey	56	51	53	53
School personnel survey	37	40	36	32
Verbal feedback from parents	74	75	75	84
Verbal feedback from school personnel	65	69	70	65
No evaluation activities implemented	12	13	14	11

WAIVERS AND GOALS 2000

Question 51

Percentage of principals reporting that their school requested a waiver of statutory or regulatory requirements in federal elementary and secondary education programs, by school characteristics

Table 51A - Title I Status

	All Schools (N=1,150)	Non-Title I (N=444)	Title I (N=706)
	%	%	%
Yes	6	6	6
No	94	94	94

Table 51B - School Type

	Non-Title I (N=444)	SW (N=412)	TA (N=294)
	%	%	%
Yes	6	5	6
No	94	95	94

Table 51C - Minority Enrollment

	0-49.9% (N=552)	50-79.9% (N=321)	80-100% (N=277)
	%	%	%
Yes	6	6	4
No	94	94	96

Table 51D - School Level

	Elementary (N=510)	Middle (N=297)	High (N=291)
	%	%	%
Yes	5	5	6
No	95	95	94

Question 51 (continued)

Percentage of principals reporting that their school requested a waiver of statutory or regulatory requirements in federal elementary and secondary education programs, by school characteristics

Table 51E - Metropolitan Status

	Central City of MSA (N=383)	MSA not Central City (N=319)	Not MSA (N=448)
	%	%	%
Yes	2*	5	8*
No	98*	95	92*

Table 51F - Poverty Level

	0-34.9% (N=369)	35-49.9% (N=184)	50-74.9% (N=295)	75-100% (N=291)
	%	%	%	%
Yes	4	9	7	3
No	96	91	93	97

Table 51G - School Size

	Less than 300 (N=152)	300-499 (N=275)	500-999 (N=452)	1,000 or more (N=271)
	%	%	%	%
Yes	9	6	4	3
No	91	94	96	97

Question 52

Percentage of principals reporting that their school district participates in the federal Goals 2000 program, by school characteristics

Table 52A - Title I Status

	All Schools (N=1,220)	Non-Title I (N=467)	Title I (N=753)
	%	%	%
Yes	49	44*	54
No	23	25	21
Don't know	28	32	25

Table 52B - School Type

	Non-Title I (N=467)	SW (N=441)	TA (N=312)
	%	%	%
Yes	44	52	55*
No	25*	18	24
Don't know	32	30	21*

Table 52C - Minority Enrollment

	0-49.9% (N=581)	50-79.9% (N=340)	80-100% (N=299)
	%	%	%
Yes	48	55	50
No	24	19	21
Don't know	28	27	29

Table 52D - School Level

	Elementary (N=535)	Middle (N=323)	High (N=306)
	%	%	%
Yes	52	47	43*
No	22	18*	29
Don't know	26*	35	29

Question 52 (continued)

Percentage of principals reporting that their school district participates in the federal Goals 2000 program, by school characteristics

Table 52E - Metropolitan Status

	Central City of MSA (N=407)	MSA not Central City (N=334)	Not MSA (N=299)
	%	%	%
Yes	55	53	44*
No	16	22	27*
Don't know	29	25	29

Table 52F - Poverty Level

	0-34.9% (N=388)	35-49.9% (N=192)	50-74.9% (N=315)	75-100% (N=311)
	%	%	%	%
Yes	45	55	55	49
No	26	19	19	20
Don't know	28	25	26	32

Table 52G - School Size

	Less than 300 (N=167)	300-499 (N=290)	500-999 (N=477)	1,000 or more (N=286)
	%	%	%	%
Yes	47	49	53	45
No	27	23	19	24
Don't know	26	28	28	31

Question 53

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53A - Title I Status

	All Schools (N=604)	Non-Title I (N=201)	Title I (N=403)
	%	%	%
Professional development linked to content standards and aligned assessments	84	80	86
Realignment of curriculum to address standards and assessments	76	73	77
Improved use of technology to support students' learning to the content standards	75	74	75
Use of new state assessments	58	57	58
Increased parental/community involvement	59	59	59
Don't know how my school has participated	4	3	5

Table 53B - School Type

	Non-Title I (N=201)	SW (N=239)	TA (N=164)
	%	%	%
Professional development linked to content standards and aligned assessments	80	81	89
Realignment of curriculum to address standards and assessments	73	69*	84
Improved use of technology to support students' learning to the content standards	74	74	76
Use of new state assessments	57	62	56
Increased parental/community involvement	59	67	53
Don't know how my school has participated	3	6	4

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Question 53 (continued)

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53C - Minority Enrollment

	0-49.9% (N=263)	50-79.9% (N=186)	80-100% (N=155)
	%	%	%
Professional development linked to content standards and aligned assessments	85	80	83
Realignment of curriculum to address standards and assessments	78	74	70
Improved use of technology to support students' learning to the content standards	77	74	67
Use of new state assessments	59	54	59
Increased parental/community involvement	59	60	60
Don't know how my school has participated	2	6	6

Table 53D - School Level

	Elementary (N=273)	Middle (N=154)	High (N=147)
	%	%	%
Professional development linked to content standards and aligned assessments	84	86	82
Realignment of curriculum to address standards and assessments	75	72	82
Improved use of technology to support students' learning to the content standards	73	75	84
Use of new state assessments	55	61	64
Increased parental/community involvement	62	59	49
Don't know how my school has participated	4	4	2

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53E - Metropolitan Status

	Central City of MSA (N=218)	MSA not Central City (N=171)	Not MSA (N=215)
	%	%	%
Professional development linked to content standards and aligned assessments	88	84	80
Realignment of curriculum to address standards and assessments	73	75	79
Improved use of technology to support students' learning to the content standards	66*	79	77*
Use of new state assessments	62	63	51
Increased parental/community involvement	66	68*	48*
Don't know how my school has participated	5	2	4

Table 53F - Poverty Level

	0-34.9% (N=171)	35-49.9% (N=92)	50-74.9% (N=170)	75-100% (N=164)
	%	%	%	%
Professional development linked to content standards and aligned assessments	85	86	79	86
Realignment of curriculum to address standards and assessments	78	82	72	71
Improved use of technology to support students' learning to the content standards	74	80	74	71
Use of new state assessments	58	67	53	57
Increased parental/community involvement	55	64	58	68
Don't know how my school has participated	2	3	6	5

Question 53 (continued)

Percentage of principals reporting that their school participated in selected Goals 2000 program activities, by school characteristics

Table 53G - School Size

	Less than 300 (N=72)	300-499 (N=141)	500-999 (N=251)	1,000 or more (N=140)
	%	%	%	%
Professional development linked to content standards and aligned assessments	79	81	87	86
Realignment of curriculum to address standards and assessments	86	73	73	77
Improved use of technology to support students' learning to the content standards	79	77	72	72
Use of new state assessments	53	55	61	64
Increased parental/community involvement	49	56	67	59
Don't know how my school has participated	0	4	5	7